

**HENRY E HARRIS COMMUNITY SCHOOL**

District: BAYONNE CITY

School Identification: NA

County: HUDSON

Targeted Subgroup

Team: NA

CDS: 170220050

# Annual School Planning 2021-2022

## ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Guidance Counselor	Kaitlyn Ballance	Yes	Yes	Yes		
Grade 5 Math Teacher/Data Team	Danielle Raslowsky	Yes	Yes	Yes		
Technology Teacher/Data Team	Dana Mason	Yes	Yes	Yes		
Grade 3 ELA/Math/Science/S	Vanessa DeAngelo	Yes	Yes	Yes		
Assistant Principal	Evan Wexler	Yes	Yes	Yes		
Principal	Maria Kazimir	Yes	Yes	Yes		
Community Member	Donna Liana	Yes	Yes	Yes		
In Class Support Teacher	Thomas Wilkinson	Yes	Yes	Yes		



## ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
03/15/2021	Prior Year Evaluation	Yes	Yes
03/22/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/29/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/12/2021	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)
Title 1 Teachers	ELA and Math	Grades KDG - 4 Total Population	Yes	Yes	Yes	Several sub-groups are below the ELA & Math statewide median according to the New Jersey School Performance Summary Report.
100 Book Challenge	ELA	Grades KDG-3 Total Population, Specifically Students	No	No	No	Due to remote learning challenges in the 20-21 School Year, this program was not implemented. Prior to year 20-21, students entered this program at a specific reading level. Over a period of time, reading levels were tracked and overall growth was demonstrated. Students benefitted from this program in-person.
Fundations	ELA	Grades KDG - 3 Total Population, Specifically Students	Yes	Yes	Yes	Fundations is a phonics program that provides students with a multi-sensory approach to learning.
Differentiated Instruction	All content areas	All Grades Total Population, Specifically Students	Yes	Yes	Yes	Provides students with both enrichment and remediation.

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)
AM Math Tutorial	Math	Grades 4-8 Total Population, Specifically Black	Yes	Yes	Yes	Students are recommended for this math program based on quarterly Progress Reports & Report Cards to reinforce and reintroduce math skills.
ARMS Program	Math, ELA	Grades 3-8 Total Population, Specifically Black	Yes	Yes	Yes	Students are referred to this program based on multiple criteria to help increase their scores on the state assessment, NJSLA.
NEWSELA	ELA	Total Population, Specifically Students with	Yes	Yes	Yes	Exposes students to informational text.
New Jersey Bar Association Bully Busting Curriculum	Conflict and Bullying	All grade levels, Total Population	Yes	Yes	Yes	In this program, students are exposed to topics such as: I messages, Drugs & Alcohol, Self-Esteem, and Coping vs. Moping.

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)
Guidance Counselor created REACH Lessons	Conflict &; Bullying Resolutiion, Social and Emotional Learning, Mindfulness	All grade levels, Total Population	Yes	Yes	Yes	Lesson Plans disseminated to classroom teachers.
I &; RS Committee	All Content Areas	All grade levels, Total Population	Yes	Yes	Yes	Provides students with necessary support such as action plans, 504 plans, and Child Study Team referrals.
Parent Phone Calls for NJSLA Testing	ELA, Math, &; Science	Grades 4-8, Total Population	No	No	No	Due to the COVID-19 pandemic, the 2019-2020 NJSLA was cancelled for the school year.
Parent Phone Calls for Attendance &; Tardiness	All Content Areas	All Grades, Total Population, Specifically Students	Yes	Yes	Yes	Due to the COVID-19 pandemic, attendance was monitored in Realtime as well as by teachers calling home for tardiness or absences and was not reported on the 2019-2020 NJ School Performance Report.

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)
Attendance Committee	All Content Areas	All Grades, Total Population, Specifically Students	Yes	Yes	Yes	Due to the COVID-19 pandemic, attendance was monitored in Realtime as well as by teachers calling home for tardiness or absences and was not reported on the 2019-2020 NJ School Performance Report.
Peer Mediation	All Content Areas	All Grades, Total Population	No	No	No	Due to remote learning challenges in the 20-21 School Year, this program was not implemented. This program was contingent on a grant and was developed to be implemented "in-person" for the 20-21 school year. This program would have been in it's first year of implementation in the 20-21 school year.
I-Ready	All Content Areas for Early Childhood	Early Childhood	Yes	Yes	Yes	Students are assessed with iReady online assessments through a series of 3 tests.

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. <a <="" _blank"&gt;link&lt;="" a&gt;="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <td data-bbox="777 368 994 432">Student Group</td> <td data-bbox="1001 368 1077 432">ELA</td> <td data-bbox="1084 368 1160 432">Math</td> <td data-bbox="1167 368 1243 432">Alg1</td> <td data-bbox="1249 368 1326 432">Alg2</td> <td data-bbox="1332 368 1406 432">Geo</td> <td data-bbox="1413 368 1809 1417" rowspan="15">           There is no additional data at this time.         </td> <td data-bbox="1816 368 2179 1417" rowspan="15">           On a school-wide level, the target score for ELA &amp; Math fell below (did not meet) the state average for the 2018-2019 school year.             However, in the 2018-2019 school year, Student Growth Met the Standard for ELA &amp; Math using the mSGP.             The following subgroups met the standard for NJSLA in ELA &amp; Math for the 2018-2019 school year:            -Hispanic            -Black or African American            -Economically Disadvantaged             The following subgroup met the standard for NJSLA in ELA for the 2018-2019 school year:            -White         </td> </a>	Student Group	ELA	Math	Alg1	Alg2	Geo	There is no additional data at this time.	On a school-wide level, the target score for ELA & Math fell below (did not meet) the state average for the 2018-2019 school year.  However, in the 2018-2019 school year, Student Growth Met the Standard for ELA & Math using the mSGP.  The following subgroups met the standard for NJSLA in ELA & Math for the 2018-2019 school year: -Hispanic -Black or African American -Economically Disadvantaged  The following subgroup met the standard for NJSLA in ELA for the 2018-2019 school year: -White
		Schoolwide	55.9 %	31.4%	*				
		White	57%	33.2%	*				
		Hispanic	57.6 %	29%	*				
		Black or African American	44.2 %	26.9%					
		Asian, Native Hawaiian, or Pacific Islander	*	*	*				
		American Indian or Alaska Native							
		Two or More Races	*	*					
		Female	67.3 %	33%	*				
		Male	44.5 %	29.9%	*				
		Economically Disadvantaged Students	49.7 %	27.3%	*				
		Non-Economically Disadvantaged Students	61.7 %	35.3%	*				
		Students with Disabilities	*	*					
		Students without Disabilities	*	*	*				
		English Learners	*	*					
Non-English Learners	*	*	*						
Homeless Students	*	*							
Students in Foster Care									

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo	
		Military-Connected Students	*	*				<p>The following subgroups did not meet the standard for NJSLA in ELA &amp; Math for the 2018-2019 school year:</p> <ul style="list-style-type: none"> <li>-Students with Disabilities</li> </ul> <p>The following subgroup did not meet the standard for NJSLA in Math for the 2018-2019 school year:</p> <ul style="list-style-type: none"> <li>-White</li> </ul>
		Migrant Students						

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>	NJSLA-S				There is no additional data at this time.	There is no additional data to analyze or support.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	15%	1%			
		White	12%	3%			
		Hispanic	21%	0%			
		Black or African					
		Asian, Native					
		American Indian or	*				
		Two or More Races					
		Female	16%	0%			
		Male	15%	3%			
		Economical ly	11%	3%			
		Non-Economical	21%	0%			
Students with	0%						

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without	21%				
		English Learners	*	*			
		Non-English	15%	1%			
		Homeless Students	*	*			
		Students in Foster Care	*	*			
		Military-Connected	*	*			
		Migrant Students	*	*			

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	There is no additional data at this time.	There is no additional data at this time.
		Schoolwide	47%	45%		
		White	50%	45%		
		Hispanic	43%	48%		
		Black or African American	44%	28%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	49%	40%		
		Male	45.5%	50.5%		
		Economically Disadvantaged	47%	45%		
		Non-Economically Disadvantaged				
		Students with Disabilities	36.5%	38.5%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	*	*		
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					There is no additional data at this time.	In the school year 2020-2021, Districtwide benchmarks were administered for Marking Periods 1 & 2. The data from these benchmarks are monitored and assessed by the classroom teacher individually to target instruction for all learners.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		<b>Math</b>						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	There is no additional data at this time.	In the school year 2020-2021, Districtwide benchmarks were administered for Marking Periods 1 & 2. The data from these benchmarks are monitored and assessed by the classroom teacher individually to target instruction for all learners.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	There is no additional data at this time.	In the school year 2020-2021, Districtwide benchmarks were administered for Marking Periods 1 & 2. The data from these benchmarks are monitored and assessed by the classroom teacher individually to target instruction for all learners.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%	There is no additional data at this time.	In the school year 2020-2021, Districtwide benchmarks were administered for Marking Periods 1 & 2. The data from these benchmarks are monitored and assessed by the classroom teacher individually to target instruction for all learners.

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	0	NJ School Performance Report 2019-2020.	Student enrollment has increased every year from the 2016-2017 to the 2018-2019 school year.  Increase of 11 students from 2016-2017 to 2017-2018 school year.  Increase of 16 students from 2017-2018 to 2018-2019 school year.  Student enrollment decreased by 10 students from the 2018-2019 to 2019-2020 school year.  Pre-K full day enrollment increased due to program being changed from half to full-day in 2019-2020 school year.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	0.00%	Realtime Attendance Reports.	Henry Harris has an attendance officer who manages student attendance based upon Realtime Data. The Attendance Officer visits the homes of students and may take action serving parents/guardians court summons for chronic absenteeism.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.00%	Realtime Attendance Reports	Teachers maintain accurate attendance records in Realtime & are responsible for open communication with families to address patterns of poor attendance. Intervention plans are developed by the Attendance Committee & an Attendance Officer will conduct an investigation if a student demonstrates chronic absenteeism.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	0.00%	N/A	N/A

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	NJ School Performance Report 2019-2020.	There were 0 expulsions in the 2019-2020 school year.  There were 20 school days missed due to Out-of-School Suspensions.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		N/A	N/A

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate	N/A	N/A
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
Students in Foster Care						

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.			N/A	N/A
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
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	7	N/A	100% of the students enrolled in Algebra achieved academic success.
		% 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
Classroom Observations	<p>Teacher practice as measured on state-approved teacher practice instrument</p> <ul style="list-style-type: none"> <li>*Identify % of teachers on CAP in the previous school year</li> <li>*Identify instructional trends</li> <li>*Identify professional development needs</li> </ul>		<p>Based on Realtime DOE Observation Counts Data:</p> <p>Framework: Danielson Observation Waiver: No # of Teachers to Evaluate: 64 Tenured Staff: 49 Tenured Evaluations: 96 Non-Tenured Staff: 15 Non-Tenured Evaluations: 46 Non-Tenured Teachers (years 1 &amp; 2): 8 Non-Tenured Teachers (years 3 &amp; 4): 7</p> <p>Scheduled Observations: 144 Completed Observations: 142 Highly Effective: 20 Effective: 44 Partially Effective: 0 Ineffective: 0</p>	<p>An evaluation rubric recap determined that the elements receiving the most Highly Effective ratings was:</p> <p>4c-Communication with Families: HEH Teachers/Staff were in constant communication with families providing actionable feedback &amp; positive reinforcement.</p> <p>3c-Engaging Students in Learning: Teachers were provided with resources (e.g. Teachers Pay Teachers and other programs provided by the Academic Department) that were engaging and were identified in portfolio observations.</p> <p>Professional Development Needs:</p> <ol style="list-style-type: none"> <li>1. Gifted &amp; Talented</li> <li>2. ELA Savvas</li> <li>3. Second Step Curriculum</li> </ol>

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				4. Based on the Danielson Rubric: Demonstrating Persistence in the Classroom.

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Intervention Support	Additional Title I Support Services for all grade levels.	While staff are employing numerous interventions, Henry Harris still remains understaffed when implementing interventions. For example, Henry Harris will benefit from a Reading & Math Coach, Behaviorist, an additional Orton-Gillingham Trained Professional and additional Title I teachers in all grade levels.	More students are entering Henry Harris with behavioral issues that will benefit from having additional support systems in place.

## Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	Henry Harris can benefit from dedicating additional time on consistently assessing students for intervention and enrichment through a multi-tiered system approach to determine student progress in meeting the SLO's and use this data to drive changes in instruction and unit design on a consistent basis. Our school can also benefit from collaborative sharing and modeling of instructional strategies/models/activities and resources that contribute to successful student outcomes based on the ongoing collaborative analysis of formative and summative assessment data.
	2	A	4-Sustaining	
	3	A	3-Developing	
	4	A	4-Sustaining	
	5	A	3-Developing	
			<p>All teachers at Henry Harris know the New Jersey Student Learning Standards &amp; Objectives for all of the curriculum areas that they teach. Teachers reference these standards &amp; objectives when creating their lesson plans on OnCourse. Formative &amp; Summative Assessments are given throughout each marking period as well as District Assessments being administered at the end of each marking period. Our strengths also lie in our PLC Teams. Our grade-level PLC's meet on a weekly basis, while departmental PLC's take place each month. Within these PLC's, we are regularly addressing a set of guiding questions. Answers to these questions addressed in our PLC's are reflected in our curriculum units of study. In addition, our school follows the aligned components of our units of study as set forth by the district. We consistently use student data results to reflect on and revise all components to ensure tight alignment.</p>	

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Assessment	1	A	4-Sustaining	Our area of focus needs to be on pre-assessments and the need to create and administer them to further determine the level of knowledge prior to instruction. The data from these pre-assessments will also allow the teachers to develop individual learning plans and systems of support for all learners at Henry Harris.
	2	A	3-Developing	
	3	A	4-Sustaining	
Professional Learning Community (PLC)	1	A	3-Developing	Our area of focus needs to be on developing team norms. Due to the COVID-19 pandemic and being fully remote from March 2020 to May 2021, it inhibited our implementation of our curriculum (half-day schedule five days a week).
	2	A	3-Developing	
	3	A	1-Not Addressed	
	4	A	1-Not Addressed	
<p>Teachers, Directors, and Curriculum Writing Teams provide yearly Diagnostic and quarterly District Assessments in every subject and grade. In addition, our schools utilize Teacher created formative &amp; summative assessments, Yearly Diagnostic Benchmark Assessments, as well as Diagnostic Assessments in I-Ready, Moby Max, IXL, and NEWSELA. The data from these assessments allow teachers to form groupings of learners and develop differentiated learning opportunities. Our school implements a tiered level of targeted interventions which are routinely assessed to determine the success of these interventions.</p>			<p>Teachers at each grade-level are provided with one period per week for Grade Level Planning and discussion of topics relevant to their students. Teachers are also provided with the opportunity for vertical articulation during our monthly Faculty Meetings. School leaders also provide opportunities for teachers to share leadership responsibilities with the school community such as becoming members on school communities, PLC's, and faculty meeting presenters.</p>	

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Culture	1	A	4-Sustaining	<p>Our school motto of "Pride, Tradition, &amp; Spirit" along with our district motto of "Kindness, Respect, and Responsibility" are what drive our entire school community. Students and staff are expected to adhere to the traits in these mottos whether they are in-person or virtual. The District Code of Conduct is given to students, parents, &amp; guardians on our school and district websites. Teachers and Administration go over and discuss (in person and virtually) expectations of student behavior and any consequences. Within each classroom, teachers have also developed with students a classroom set of rules that are guided by the District Code of Conduct to ensure a safe environment (in-person or virtual) where learning by all students at Henry Harris is implemented.</p>	<p>Henry Harris will continue to focus on our school motto of "Pride, Tradition, and Spirit" as well as our district motto of "Kindness, Respect, and Responsibility" throughout the school year. We will also continue to focus on allowing additional time in the schedule for faculty and staff to have collegial meetings and arrive at resolutions in which staff are not on the same page. In addition, we need to continually educate parents/guardians on lessons that address student social emotional needs that can be reinforced at home.</p>
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	3-Developing		
	7	A	4-Sustaining		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	3-Developing		
	12	A	4-Sustaining		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	4-Sustaining	<p>The Bayonne School District utilizes the Danielson Method of evaluation for all certified staff and the Marshall Plan of evaluation for all administrators. Virtual and in-person walkthrough are conducted and timely feedback is communicated to staff. Administration provides many opportunities for teachers to share leadership responsibilities within the school community such as being a committee member, PLC leader, and faculty meeting presenter.</p>	<p>Henry Harris will continue to focus on quality teaching and leadership for all staff and students throughout the school year. We will also focus on finding ways to schedule additional time for collegiate feedback to benefit staff members knowledge, skill, and practice within the classroom.</p>



## 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?)	
Climate and Culture, including Social and Emotional Learning	Our students need Social Emotional Learning support to thrive and grow as it is an integral part of human development.	Our school community is diverse and our students have varying needs in regard to self-awareness, respect and responsible decision making. It is essential that students are provided with necessary support and tools to enhance their well-being.	All Students & Teachers	1	Henry E. Harris Community School will establish a Social Emotional Learning (SEL) Committee.
				2	The SEL Committee will provide teachers with support to help nurture students through the SEL learning process.
				3	Implementation of SEL components in the district-wide curriculums.
Effective Instruction	<p>Multi-Tiered System of Support is necessary for our students to grow and thrive as they journey to become life-long learners.</p> <p>Matching students to the educational services they need to improve student achievement will continue to be a priority at HEH.</p>	Students are challenged on a daily basis as they navigate the dynamics of academics, social emotional, and varying personal lives.	All Students	1	Henry E. Harris Community School will provide a variety of students with equitable instruction for our diverse learners.
				2	Students will have access to a variety of platforms to diagnose, support, and foster skills and abilities.
				3	Students will be tracked to continuously provide them with the best resources and best instructional methods for their needs.



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?)	
College and Career Readiness	Although STEM is evident in some classrooms, it is not implemented school wide which accounts for the lack of understanding students may have with the handling of STEM tools as well as expectations during STEM activities.	Although STEM is evident in some classrooms, it is not implemented school wide which accounts for the lack of understanding students may have with the handling of STEM tools as well as expectations during STEM activities.	All Students & Teachers	1	Henry E. Harris Community School will continue to expand the STEM Committee's goals. This committee will create goals, sample rubrics, and lessons for other teachers to utilize.
				2	The STEM Committee will establish activities for learning opportunities and enrichment.
				3	The STEM Committee will ensure that the STEM Lab is available and functioning for all learners in our school community.
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

## SMART Goal 1

**Specific/Strategic:** Social Emotional Learning (SEL) is an important part of students lives. It is imperative that we foster students self-awareness, respect for one's self and others, responsible decision making, and help them grow as academic achievers. Educators, students, families, and community members will work together to support the healthy development of students in our school.

**Measurable:** Yes

**Attainable:** Yes

**Relevant:** Social Emotional Learning (SEL) is relevant because Henry Harris is presented with many challenges in regard to our students and their social emotional awareness.

**Priority Performance** Our students need Social Emotional Learning support to thrive and grow as it is an integral part of human development.

**Strategy 1:** Henry E. Harris Community School will establish a Social Emotional Learning (SEL) Committee.

**Strategy 2:** The SEL Committee will provide teachers with support to help nurture students through the SEL learning process.

**Strategy 3:** Implementation of SEL components in the district-wide curriculums.

**Target Population:** All Students & Teachers

## Interim Goals

### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	The SEL Committee (led by the school Guidance Counselor) will devise a plan in regard to the implementation of monthly SEL activities to develop students self-awareness; care and respect, and foster responsible decision making. The committee will communicate the SEL program implementation with the entire school community.	-List of individuals participating in the SEL Committee -Meeting dates and sign-in sheets -List of monthly themed SEL Goals

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Our Guidance Counselor will regularly share information about the school's SEL programming and will celebrate successes with staff, families, students, and community members. Teachers will reflect on their implementation of monthly SEL activities. Teachers will review progress and complete a survey regarding the instructional and implementation process of SEL activities. If necessary, adaptations to the SEL program will be made.	<ul style="list-style-type: none"> <li>-List of individuals participating in the SEL Committee</li> <li>-Meeting dates and sign-in sheets</li> <li>-Teacher Survey of Reflection on SEL activities</li> <li>-Survey results</li> <li>-SEL Committee updates for the school community (Positive Publicity)</li> </ul>
Apr 15	Continue with the integration of the SEL program to cultivate an environment of support for students' social and emotional development. SEL will be embedded into a variety of school activities which will provide multiple opportunities for students to practice and reinforce the SEL skills students are learning in the classroom.	<ul style="list-style-type: none"> <li>-List of individuals participating in the SEL Committee</li> <li>-Meeting dates and sign-in sheets</li> <li>-Incorporation of SEL into school activities</li> <li>-SEL Committee updates for the school community (Positive Publicity)</li> </ul>
Jul 1	<p>Specific/Strategic: Social Emotional Learning (SEL) is an important part of students lives. It is imperative that we foster students self-awareness, respect for one's self and others, responsible decision making, and help them grow as academic achievers. Educators, students, families, and community members will work together to support the healthy development of students in our school.</p> <p>Measurable: Yes</p> <p>Attainable: Yes</p> <p>Relevant: Social Emotional Learning (SEL) is relevant because Henry Harris is presented with many challenges in regard to our students and their social emotional awareness.</p>	<ul style="list-style-type: none"> <li>-SEL Committee digital brief-case with a compiled list of strategies and goals that have been implemented</li> <li>-Student Artifacts to support the SEL program</li> </ul>

## Action Steps

### SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Implementation of the Henry E. Harris SEL Committee; creation of monthly themed SEL Goals to support the program	9/1/21	11/9/21	SEL Committee & Guidance Counselor
2	2	Review SEL Goals and Teacher Survey; make any necessary changes to the SEL program	11/12/21	2/8/22	SEL Committee & Guidance Counselor
3	3	Implementation of SEL through student activities	2/9/22	4/15/22	Teachers

## Budget Items

### SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SEL Teacher Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,000	ESSER/ESSER II/ARP
2	SEL Curriculum Supplies	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$8,000	ESSER/ESSER II/ARP

## SMART Goal 2

Specific/Strategic: A Multi-Tiered System of Support will continue to be expanded to provide support to all learners at Henry E. Harris Community School.

Measurable: Yes

Attainable: Yes

Relevant: A Multi-Tiered System of Support is relevant because we would like for our students to strive in all academic areas and have the necessary support to thrive.

Priority Performance                      Multi-Tiered System of Support is necessary for our students to grow and thrive as they journey to become life-long learners.  
Matching students to the educational services they need to improve student achievement will continue to be a priority at HEH.

Strategy 1:                      Henry E. Harris Community School will provide a variety of students with equitable instruction for our diverse learners.

Strategy 2:                      Students will have access to a variety of platforms to diagnose, support, and foster skills and abilities.

Strategy 3:                      Students will be tracked to continuously provide them with the best resources and best instructional methods for their needs.

Target Population:              All Students

### Interim Goals

#### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Teachers will create and implement a Professional Development Plan that includes Differentiation for all learners in Henry Harris. Teachers will introduce and incorporate interactive platforms to assist in diagnosing and supporting student growth; interactive platforms include: IXL, Moby Max, iReady, and Raz Kids. Teachers will conduct grade level PLC's and devise action plans to help foster the Multi-Tiered System of Support.	-Teacher Professional Development Plan Creation and Implementation -Student skill analysis in interactive platforms -Grade Level PLC Logs
Feb 15	Implement an expansion of the ARMS program to include a remote setting opportunity. Teachers will complete the PDP Mid-Year Check-In to reflect and identify any necessary changes.	-Identification of ARMS students -Student and teacher commitment to the ARMS Program -Complete the Teacher PDP Mid-Year Check-In
Apr 15	Teachers will continue to conduct grade-level PLC's and reflect on interventions using the Multi-Tiered System of Support. ARMS Teachers will complete a reflection survey after the program has concluded.	-ARMS Teacher Survey Reflection -Grade Level PLC Logs
Jul 1	Specific/Strategic: A Multi-Tiered System of Support will continue to be expanded to provide support to all learners at Henry E. Harris Community School.  Measurable: Yes  Attainable: Yes  Relevant: A Multi-Tiered System of Support is relevant because we would like for our students to thrive in all academic areas and have the necessary support to thrive.	-Completed Teacher PDP for the 2021-2022 school year -Grade Level PLC Logs

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Implementation of Teacher Created Professional Development Plan to cater to the needs of Differentiation for all learners	9/1/21	11/8/21	Teachers & Administrators

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Incorporate the Data Team to help analyze student scores in the respective interactive platforms	11/12/21	2/8/22	Data Team, Teachers, & Administrators
3	3	Initiate review of data to help foster and drive Grade Level PLC's and the continuation of Multi-Tiered Systems of Support	2/15/22	4/12/22	Data Team, Teachers, & Administrators

## Budget Items

### SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	ARMS Teachers Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$8,500	Federal Title I (School Allocation)
3	ARMS Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,000	Federal Title I (School Allocation)

## SMART Goal 3

Specific/Strategic" Provide STEM enrichment and opportunities for learners that foster critical thinking and problem solving skills.

Measurable: Yes

Attainable: Yes

Relevant: The STEM enrichment is relevant because Henry Harris will like for our students to synthesize, gather and analyze data and ultimately, be career ready for their futures.

Priority Performance                      Although STEM is evident in some classrooms, it is not implemented school wide which accounts for the lack of understanding students may have with the handling of STEM tools as well as expectations during STEM activities.

Strategy 1:                                      Henry E. Harris Community School will continue to expand the STEM Committee's goals. This committee will create goals, sample rubrics, and lessons for other teachers to utilize.

Strategy 2:                                      The STEM Committee will establish activities for learning opportunities and enrichment.

Strategy 3:                                      The STEM Committee will ensure that the STEM Lab is available and functioning for all learners in our school community.

Target Population:                      All Students & Teachers

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	The STEM Committee will research and develop STEM Program and activities for the school year; acquire and gather STEM supplies.	-List of STEM Committee Members -Sign In Sheet & Minutes -STEM Activities -STEM Supplies

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	The STEM Committee will spearhead the incorporation of Lego Education and OzoBot into student learning. The committee will also provide enrichment activities for teachers to foster critical thinking and problem solving skills.	- List of STEM Committee Members -Sign In Sheet & Minutes OzoBot Demonstration & Lessons Lego Education Demonstration & Lessons
Apr 15	Utilize STEM Lab with a set schedule to be inclusive to all learners. Provide supplies and activities for visiting learners. Teachers will be provided with a survey to reflect on the STEM activities in order to help grow our STEM Goals for the next school year.	-STEM Lab Schedule -Activity Lists -STEM Supply LOG -STEM Teacher Survey
Jul 1	Specific/Strategic" Provide STEM enrichment and opportunities for learners that foster critical thinking and problem solving skills.  Measurable: Yes  Attainable: Yes  Relevant: The STEM enrichment is relevant because Henry Harris will like for our students to synthesize, gather and analyze data and ultimately, be career ready for their futures.	-STEM Course Completion Certificate for Students -STEM Supply Log & Schedule of visiting teachers/learners -Reflective Survey Results

## Action Steps

### SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	STEM Committee activities and organization of supplies	9/1/21	11/9/21	Technology Teacher & STEM Committee
2	2	Provide teachers with STEM activities and the use of Lego Education & OzoBots resources	11/12/21	2/8/22	Technology Teacher & STEM Committee

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	3	Ensure the STEM Lab is functioning, supplied, and accessible to all learners to foster students knowledge and growth	2/11/22	4/12/22	Technology Teacher & STEM Committee

**Budget Items**

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	STEM OZOBOTS	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	State/Local

## SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

### Interim Goals

SMART Goal 4

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

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< SMART Goal 4 - Action Steps: NO DATA >

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< SMART Goal 4 - Budget Items: NO DATA >

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Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Title 1 Teachers Salaries	9/1/21	6/30/22	Building	INSTRUCTION - Personnel Services - Salaries / 100-100	\$181,323.00	Federal Title I (School)
Title 1 Instructional Supplies	9/1/21	6/30/22	Building	INSTRUCTION - Supplies & Materials / 100-600	\$14,492.00	Federal Title I (School)
Title 1 Non Instructional Supplies	9/1/21	6/30/22	Building	SUPPORT SERVICES - Supplies & Materials / 200-600	\$6,656.00	Federal Title I (School)

## Budget Summary

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
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$40,000	\$0	\$0	\$0	\$0	\$0	\$40,000
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	\$0	\$0	\$15,000	\$0	\$0	\$0	\$0	\$0	\$15,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$55,000	\$0	\$0	\$0	\$0	\$0	\$55,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (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
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	\$23,000	\$0	\$0	\$0	\$0	\$0	\$23,000
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	\$23,000	\$0	\$0	\$0	\$0	\$0	\$23,000
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (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			\$0	\$0	\$78,000	\$0	\$0	\$0	\$0	\$0	\$78,000

## Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$78,000	\$0	\$78,000
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$78,000	\$0	\$78,000

## School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.
x	Climate and Culture, including Social and Emotional Learning
x	Effective Instruction
x	College and Career Readiness
	No option for the fourth SMART Goal was selected on the Root Cause page.
x	For Comprehensive Support and Targeted Support schools, 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 requirements set forth in the Every Student Succeeds Act (ESSA).
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.

Completed By: Maria V. Kazimir

Title: Principal

Date: 06/08/2021

## District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Dennis C. Degnan  
 Title: Assistant Superintendent of Schools for Federal and State  
 Date: 07/19/2021

## ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: John J. Niesz  
Title: Superintendent of Schools  
Date: 07/20/2021