

**HENRY E HARRIS COMMUNITY SCHOOL**

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220050

# Annual School Planning 2022-2023

## ASP Development Team Members

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

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Administrative Secretary	Debra Baran	Yes	Yes	Yes		
Mary Harrington	Community Member	Yes	Yes	Yes		

### ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
03/25/2022	Prior Year Evaluation	Yes	Yes
04/01/2022	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/08/2022	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/06/2022	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	NJSLA scores, iReady scores, IXL scores, benchmark tests, marking period grades.
Foundations	ELA	Grades KDG - 3 Total Population, Specifically Students	Yes	Yes	Yes	Foundations score report.
Differentiated Instruction	All content areas	All Grades Total Population, Specifically Students	Yes	Yes	Yes	NJSLA scores, iReady scores, CoGat scores, IXL scores, benchmark tests, marking period grades.
AM Math Tutorial	Math	Grades 4-8 Total Population	Yes	Yes	Yes	NJSLA scores, CoGat scores, IXL scores, benchmark tests, marking period grades.

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)
ARMS Program	Math, ELA	Grades 3-8 Total Population, Specifically Black	Yes	Yes	Yes	NJSLA scores, CoGat scores, IXL scores, benchmark tests, marking period grades.
NEWSELA	ELA	Total Population, Specifically Students with	Yes	Yes	Yes	NJSLA scores, CoGat scores, IXL scores, benchmark tests, marking period grades.
New Jersey Bar Association Bully Busting Curriculum	Conflict and Bullying	All grade levels, Total Population	Yes	Yes	Yes	School climate and culture information rates related to conflict and bullying, detention, attendance, graduation rates, and general school performance.
Guidance Counselor created REACH Lessons	Conflict & Bullying Resolutiion, Social and Emotional Learning, Mindfulness	All grade levels, Total Population	Yes	Yes	Yes	School climate and culture information rates related to conflict and bullying, detention, attendance, graduation rates, and general school performance.

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)
I & RS Committee	All Content Areas	All grade levels, Total Population	Yes	Yes	Yes	Marking period grades, District Assessments, CogAt, NJSLA scores, Lexile scores and progress, IXL diagnostic scores.
Parent Phone Calls for Attendance & Tardiness	All Content Areas	All Grades, Total Population, Specifically Students	Yes	Yes	Yes	Teacher communication logs, and building attendance data.
Attendance Committee	All Content Areas	All Grades, Total Population, Specifically Students	Yes	Yes	Yes	School performance report for attendance rate.
I-Ready	All Content Areas for Early Childhood	Early Childhood	Yes	Yes	Yes	I-Ready diagnostic scores throughout the school year, CogAt scores.

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 href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
Science*	NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
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	Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
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					Cycle 1, Grade 8 did not meet the 95% participation rate in Math (was 86%) as per the 2021 District Assessment.	Cycle 1, Grade 8 did not meet the 95% participation rate in Math due to 7 students taking the Algebra 1 District Assessment.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	97%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	97%	100%	100%	100%		
		7	98%	100%	100%	100%		
		8	100%	100%	100%	100%		
		9	0%	0%	0%	100%		
		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	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	98%	98%	100%	0%		
		3	100%	100%	100%	100%		
		4	96%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	97%	100%	100%	100%		
		8	86%	100%	100%	100%		
		9	0%	0%	0%	100%		

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	Cycle 1, Grades 1, 8, 2, 6, KDG, 7, & 3 did not meet proficiency in ELA in 2021-2022.	Grades KDG, 1, & 2 percentages remained the same from Cycle 1 through Cycle 3 (I-Ready assessed again in Cycle 4).																										
		K	27%	27%	27%	0%			Cycle 2, Grades 1, 2, 7, KDG, 8, 6, 4, & 3 did not meet proficiency in ELA in 2021-2022.	In grades 3-8, scores increased in every grade from Cycle 1 to Cycle 3.																								
		1	10%	10%	10%	0%	Cycle 3, Grades 1, 2, KDG, 8 & 3 did not meet proficiency in ELA in 2021-2022.	Grade 7 showed the largest percent increase from Cycle 1 to Cycle 3 with 67%																										
		2	18%	18%	18%	0%					Grade 3 showed the smallest percent increase from Cycle 1 to Cycle 3 with a 7% increase.																							
		3	60%	67%	67%	71%																												
		4	74%	62%	90%	76%																												
		5	77%	83%	98%	95%																												
		6	24%	53%	85%	44%																												
		7	30%	21%	97%	53%																												
		8	14%	31%	66%	56%																												
		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	Cycle 1, Grades 1, KDG, 2, 7, 6, 8, 3, 4, & 5 did not meet proficiency in Math in 2021-2022.	Grades KDG, 1, & 2 percentages remained the same from Cycle 1 through Cycle 3 (I-Ready assessed again in Cycle 4).		
		K	11%	11%	11%	0%			Cycle 2, Grades 1, KDG, 2, 6, 4, 8, 5, 3, & 7 did not meet proficiency in Math in 2021-2022.	In grades 3-8, scores increased in every grade from Cycle 1 to Cycle 3.
		1	7%	7%	7%	0%				
		2	11%	11%	11%	0%	Grade 4 showed the smallest percent increase from Cycle 1 to Cycle 3 with a 3% increase.			
		3	52%	65%	65%	100%				
		4	59%	36%	62%	74%				
		5	69%	53%	80%	90%				
		6	40%	33%	92%	78%				
		7	32%	68%	92%	77%				
		8	45%	47%	88%	96%				
		9	0%	0%	0%	100%				
		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%	N/A	N/A

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	641	637 total students enrolled  PRE-K : 45 students KDG: 72 students Grade 1: 56 students Grade 2: 57 students Grade 3: 63 students Grade 4: 68 students Grade 5: 68 students Grade 6: 72 students Grade 7: 74 students Grade 8: 61 students	Student enrollment has decreased every year from the 2018-2019 school year to the 2019-2020 school year by 10 students.  Student enrollment has decreased from the 2019-2020 school year to the 2020-2021 school year by 62 students.  All grade levels showed a decrease in enrollment from the 2019-2020 school year to the 2020-2021 school year EXCEPT for KDG & Grade 7.  Our hispanic population enrollment showed a decrease of 4.5% from the 2019-2020 school year to the 2020-2021 school year.  Our black/African American population enrollment showed a
		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	94.48%	From Sept 21 - March 22 the average attendance rate is 94% due to COVID illness, sick days, personal business days, and vacation with families that occurred throughout the school year.	decrease of 2.4% from the 2019-2020 school year to the 2020-2021 school year.  Interventions include Teachers & Staff making daily phone calls and emails home to parents & guardians and kept log sheets.  The attendance office is contacted when students are absent for 2 consecutive days and a parent/guardian can not be contacted. Attendance Officers attempt to make contact and if contact is not made, they visit homes.  Teachers incorporate activities and recognition awards /programs to motivate students to attend school and students are recognized for perfect and improved attendance.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	<p>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</p> <ul style="list-style-type: none"> <li>*Identify patterns by grade</li> <li>*Identify patterns by teacher</li> <li>*Identify interventions</li> </ul>	Overall YTD Chronic Absenteeism	0.31%	<p>Schoolwide, 47 students are chronically absent, which is 8.2% of the total population of students are chronically absent.</p>	<p>The subgroups which had the most students chronically absent are the following:</p> <p>Two or More Races: 23.1%            Hispanic: 17 students, 8.1%            White: 15 students, 5.9%            Black/African American 12 students, 15.4 %            Students with Disabilities: 18.1%            Economically Disadvantaged: 11.4%            English Learners: 1 student, 5.9%</p> <p>19% of the total school population had 10 or more days absent.</p> <p>The grades with the highest percentage of students absent are:</p> <p>Grades 1 &amp; 7: 14 %            Grade 3: 9%            Grade 8: 8%            Grade 2: 7%            Grades KDG, 4, &amp; 6: 6%            Grade 5: 3%            Grade PREK: 2%</p>
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	94.77%	From Sept 21-March 22 - total number of instructional staff absences 413 days.	Students who are chronically absent are referred to the I & RS committee in which the parent/guardian and school develop an action plan. In addition, the school/district may result in bringing the parent/guardian to court and fined as a last resort.  Staff reasons for absenteeism included COVID illness, sick days, personal business days.

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%	Zero suspensions & expulsions according to the 2020-2021 NJ School Performance Report.  Our school did have 9 HIB cases reported. Out of the 9, one was founded to be HIB for the 2021-2022 school year.  Our school had 40 SAC counselor referrals and 20 active caseloads for the 2021-2022 school year.	Due to the Covid-19 Pandemic, all students were total virtual until May. From May to June, students who opted to attend in person were hybrid.
		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	0.43%		

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		
		% 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	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson's Framework for Teaching	The information for classroom observation is based on the Realtime DOE observation counts 2021-2022 data.  The prior year, 2020 - 2021 portfolio evaluation data is not available.	Based on the Realtime DOE observation counts data from September 21-March 22 only 63% of evaluations were completed. The information is as follows: -Highly Effective Evaluations: 8% -Effective: 92%
		Observation Waiver?	No		
		# Teachers to Evaluate	75		
		# Non-tenure teachers (years 1 & 2)	17		
		# Non-tenure teachers (years 3 & 4)	14		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	107		
		# Completed	107		
		# Highly Effective	17		
		# Effective	90		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		
		# Partially Effective	0		
		# Ineffective	0		

OTHER INDICATORS

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Title I Parent Workshops	Additional Title I support services for all grade levels partnering with parents to support students in Math and ELA intervention.	Parents signed up for the event, and attendance logs from these workshops.	Increase in parent participation with virtually held workshops due to Covid-19.
PTA	PTA engages members of the community and parents to hold events that support the school in fundraising capacity, trunk-or-treat, and field day shirts and activities.	HEH PTA Facebook Page, committee meetings, and attendance at school events.	Increase in parent participation with virtually held workshops due to Covid-19.
Read Across Bayonne with the Little BOHO Bookshop	The Little BOHO Bookshop scheduled days to invite early childhood classes from HEH to visit and select a book to read to support the Read Across Bayonne event.	Scheduled days and students practicing reading.	Increase in students requesting books to take out at the HEH Media Center Library.

## 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	3-Developing	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	3-Developing	
	3	A	3-Developing	
	4	A	3-Developing	
	5	A	2-Emerging	
			<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	3-Developing	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 & summative assessments, Yearly Diagnostic Benchmark Assessments, as well as Diagnostic Assessments in I-Ready, ST MATH, IXL, and NEWSOLA.& SAVAAS 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.	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	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	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.	Our area of focus needs to be on finding more time for teacher collaboration and instructional planning. Due to the numerous pull-out services for students throughout the day as well specials and other scheduling conflicts throughout the school day, teacher collaboration time is limited and often unable to occur during preparation time during the week.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	2-Emerging		

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. We will also continue with our Second Step SEL Lesson curriculum implementation in all classrooms.</p>
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	3-Developing		
	12	A	3-Developing		
	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?)	
<p>Effective Instruction</p>	<p>Less than 15.1% of our students with disabilities did not Meet or Exceed Expectations on the Spring 2019 NJSLA in Math against a statewide rate of 17.4%.</p> <p>Less than 31.4% of our school-wide population did not Meet or Exceed Expectations on the Spring 2019 NJSLA in Math against a statewide rate of 44.5%.</p> <p>Based on the analysis of the Start Strong Assessment in the 2021-2022 school year, students are having difficulty achieving proficiency in mathematics. when compared to the district.</p>	<p>Due to the Covid-19 impact on schools and remaining virtual from March of 2020 through April 2021, our last standardized test scores indicated that students with disabilities displayed signs of in need of intervention. Teacher observations &amp; Start Strong Assessment Data upon returning to in-person learning in the 2021-2022 school year also indicated that many students regressed in important basic skills such as: fact fluency, operational skills, &amp; number sense. This could be due to stresses in the home including: financial, childcare, grandparents or older siblings at home with students while parents were at work or working at home. In addition, many students did not have the academic support at home to assist and help them with their online classes and assignments. Additionally our school has a very large population of students with disabilities in every classroom from Pre-K to Grade 8 as well as self contained classes from Grades 4-8.</p>	<p>Students with disabilities.</p> <p>School-wide population (Grades 3-8).</p>	1	After-School ARMS tutoring.
				2	Implementation & use of IXL online skills program; ST MATH online program to build skill & fact fluency.
				3	Professional development for teachers focusing on the instructional and diagnostic use of ST Math for driving instruction.

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?)	
<p>Effective Instruction</p>	<p>Less than 16.1% of our students with disabilities did not Meet or Exceed Expectations on the Spring 2019 NJSLA in ELA against a statewide rate of 22.7%.</p> <p>Less than 55.9% of our school-wide population did not Meet or Exceed Expectations on the Spring 2019 NJSLA in Math against a statewide rate of 57.9%.</p> <p>Based on the analysis of the Start Strong Assessment in the 2021-2022 school year, students are having difficulty achieving proficiency in English Language Arts when compared to the district.</p>	<p>Due to the Covid-19 impact on schools and remaining virtual from March of 2020 through April 2021, our last standardized test scores indicated that students with disabilities displayed signs of in need of intervention. Teacher observations &amp; Start Strong Assessment Data upon returning to in-person learning in the 2021-2022 school year also indicated that many students regressed in important basic skills such as: fact fluency, operational skills, &amp; number sense. This could be due to stresses in the home including: financial, childcare, grandparents or older siblings at home with students while parents were at work or working at home. In addition, many students did not have the academic support at home to assist and help them with their online classes and assignments. Additionally our school has a very large population of students with disabilities in every classroom from Pre-K to Grade 8 as well as self contained classes from Grades 4-8.</p>	<p>Students with disabilities.</p> <p>School-wide population (Grades 3-8).</p>	1	After-School ARMS tutoring.
				2	Implementation & use of IXL online skills program; SAVAAS & RAZ Plus.
				3	Professional development for teachers focusing on the instructional and diagnostic use of RAZ-Plus for driving instruction.



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	Based upon returning to in-person learning after the Covid-19 pandemic, our counselors received numerous referrals for bullying, conflict and disrespect. Students needed reinforcement school routines and intrapersonal relations.	Due to the Covid-19 impact on schools and remaining virtual from March of 2020 through April 2021, students in all grade levels are dealing and struggling with an array of social emotional issues, including being respectful, kind to each other. This could be due to stresses in the home including: financial, childcare, too much screen-time on tablets and computers, not being monitored on tablets and computers, grandparents or older siblings at home with students while parents were at work or working at home. Many students did not receive structure and routine during half-day virtual learning.	School-wide population (Grades KDG-8).	1	Second Step - Social Emotional Learning Program
				2	Student Assistance Counselor (SAC) homeroom lessons
				3	Administration of Panorama Survey
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

## SMART Goal 1

Increase student mathematic achievement on the 2023 NJSLA though more effective classroom differentiation exercising the theoretical framework of Response to Intervention set forth by the Bayonne School District.

Priority Performance                      Less than 15.1% of our students with disabilities did not Meet or Exceed Expectations on the Spring 2019 NJSLA in Math against a statewide rate of 17.4%.

Less than 31.4% of our school-wide population did not Meet or Exceed Expectations on the Spring 2019 NJSLA in Math against a statewide rate of 44.5%.

Based on the analysis of the Start Strong Assessment in the 2021-2022 school year, students are having difficulty achieving proficiency in mathematics. when compared to the district.

Strategy 1:                      After-School ARMS tutoring.

Strategy 2:                      Implementation & use of IXL online skills program; ST MATH online program to build skill & fact fluency.

Strategy 3:                      Professional development for teachers focusing on the instructional and diagnostic use of ST Math for driving instruction.

Target Population:              Students with disabilities.

School-wide population (Grades 3-8).

## Interim Goals

### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>At least, 100% of students in Grades 3-8 will have completed the Math IXL Diagnostic Arena.</p> <p>At least, 100% of students in Grades 3-8 will be accessing ST MATH (60 minutes) on a weekly basis.</p> <p>Students in Grades 3-8 will be identified &amp; referred into the After-School ARMS Tutoring Program for Mathematics.</p>	<p>IXL Math Diagnostic Reports for Grades 3-8.</p> <p>ST MATH Homeroom Reports for Grades 3-8.</p> <p>Math After-School ARMS Tutoring referral and roster lists for Grades 3-8.</p>
Feb 15	<p>At least 70% of students in Grades 3-8, will have an IXL Diagnostic Score that ends in 40. For example, if a student is in grade 5, their Diagnostic Score will be at least 540.</p> <p>At least, 100% of students in Grades 3-8 will be accessing ST MATH (90 minutes) on a weekly basis.</p> <p>At least 80% of students in the After-School ARMS tutoring program for Grades 3-8 will be attending on a weekly basis.</p>	<p>IXL Math Diagnostic Reports for Grades 3-8.</p> <p>ST MATH Homeroom Reports for Grades 3-8.</p> <p>Math After-School ARMS Tutoring attendance sheets for Grades 3-8.</p>
Apr 15:	<p>At least 70% of students in Grades 3-8, will have an IXL Diagnostic Score that ends in 60. For example, if a student is in grade 5, their Diagnostic Score will be at least 560.</p> <p>At least, 100% of students in Grades 3-8 will be accessing ST MATH (90 minutes) on a weekly basis.</p> <p>At least 80% of students in the After-School ARMS tutoring program for Grades 3-8 will be attending on a weekly basis.</p>	<p>IXL Math Diagnostic Reports for Grades 3-8.</p> <p>ST MATH Homeroom Reports for Grades 3-8.</p> <p>Math After-School ARMS Tutoring attendance sheets for Grades 3-8.</p>
Jul 1	<p>Increase student mathematic achievement on the 2023 NJSLA though more effective classroom differentiation exercising the theoretical framework of Response to Intervention set forth by the Bayonne School District.</p>	<p>Diagnostic reports from IXL, ST Math, CogAT, NJ School Performance Report.</p>

## Action Steps

### SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Schedule session with ST Math for teacher professional development training.	9/1/22	12/22/22	
1	1	Teachers will submit application to Frontline System to teach MATH ARMS classes.	7/5/22	9/30/22	
1	2	Complete Math IXL Diagnostic Arena to diagnose skills and determine student levels.	9/12/22	10/17/22	
2	1	Identify students eligible for this program.	9/1/22	9/30/22	
2	2	Implementation of 90 minutes of ST MATH on a weekly basis.	9/12/22	6/16/23	
3	2	Analyze IXL Diagnostic Reports & identify students in need of intervention (students who are below a level 490).	10/17/22	10/31/22	
4	2	Assign IXL Recommendation Wall Skills to students in the continuation of Multi-Tiered Systems of Supports for students.	10/17/22	6/16/23	

## Budget Items

### SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teacher Hourly Pay for ARMS Program	INSTRUCTION - Personnel Services - Salaries / 100-100	\$5,500	Federal Title I (School Allocation)
2	General supplies and materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$5,273	ESSER/ESSER II/ARP

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	ARMS Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,000	Federal Title I (School Allocation)
1	training time	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,000	State/Local



End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least, 100% of students in Grades 3-8 will have completed the ELA IXL Diagnostic Arena.  Students in Grades 3-8 will be identified & referred into the After-School ARMS Tutoring Program for ELA.	IXL Math Diagnostic Reports for Grades 3-8.  Math After-School ARMS Tutoring referral and roster lists for Grades 3-8.
Feb 15	At least 70% of students in Grades 3-8, will have an IXL Diagnostic Score that ends in 40. For example, if a student is in grade 5, their Diagnostic Score will be at least 540.  At least 80% of students in the After-School ARMS tutoring program for Grades 3-8 will be attending on a weekly basis.	IXL ELA Diagnostic Reports for Grades 3-8.  ELA After-School ARMS Tutoring attendance sheets for Grades 3-8.
Apr 15:	At least 70% of students in Grades 3-8, will have an IXL Diagnostic Score that ends in 60. For example, if a student is in grade 5, their Diagnostic Score will be at least 560.  At least 80% of students in the After-School ARMS tutoring program for Grades 3-8 will be attending on a weekly basis.	IXL ELA Diagnostic Reports for Grades 3-8.  ELA After-School ARMS Tutoring attendance sheets for Grades 3-8.
Jul 1	Increase student ELA achievement on the 2023 NJSLA through more effective classroom differentiation exercising the theoretical framework of Response to Intervention set forth by the Bayonne School District.	Diagnostic reports from IXL, ST Math, CogAT, NJ School Performance Report.

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Schedule session with RAZ Kids plus for teacher professional development training.	9/1/22	12/22/22	
1	1	Teachers will submit application to Frontline System to teach ELA ARMS classes.	7/5/22	9/30/22	
1	2	Complete ELA Diagnostic Arena to diagnose skills and determine student levels.	9/12/22	10/17/22	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Analyze IXL Diagnostic Reports & identify students in need of intervention. (students who are below a level 490).	10/17/22	10/31/22	
2	1	Identify students eligible for this program.	9/1/22	9/30/22	
3	2	Assign IXL Recommendation Wall Skills to students in the continuation of Multi-Tiered Systems of Supports for students.	10/17/22	6/16/23	

## Budget Items

### SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teacher Hourly Pay for ARMS Program	INSTRUCTION - Personnel Services - Salaries / 100-100	\$5,500	Federal Title I (School Allocation)
2	General Supplies & Materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$5,273	ESSER/ESSER II/ARP
2	ARMS Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,000	Federal Title I (School Allocation)
1	Training Time	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,000	State/Local

## SMART Goal 3

Reinforce positive student character and behavior within the school environment, while also addressing potential student trauma experienced as a result of the Covid-19 Pandemic.

**Priority Performance**                      Based upon returning to in-person learning after the Covid-19 pandemic, our counselors received numerous referrals for bullying, conflict and disrespect. Students needed reinforcement school routines and intrapersonal relations.

**Strategy 1:**                                  Second Step - Social Emotional Learning Program

**Strategy 2:**                                  Student Assistance Counselor (SAC) homeroom lessons

**Strategy 3:**                                  Administration of Panorama Survey

**Target Population:**                      School-wide population (Grades KDG-8).

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 100% of students in Grades 3-8 will have completed the Panorama Survey for Fall.  Second Step SEL lessons schedule and implementation on a weekly basis.	Panorama Survey Fall results reports.  SEL lesson plans documented on Oncourse.
Feb 15	Students identified from the Panorama Survey will be receiving additional mental health counseling in small groups from the SAC counselor.  Continuation of implemented Second Step SEL lessons on a weekly basis.	SAC counselor logs of meetings with identified students.  SEL lesson plans documented on Oncourse.

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	<p>At least 100% of students in Grades 3-8 will have completed the Panorama Survey for Spring.</p> <p>Continuation of mental health counseling in small groups with the SAC counselor for identified students from the Panorama Survey.</p> <p>Continuation of implemented Second Step SEL lessons on a weekly basis.</p>	<p>Panorama Survey Spring results reports.</p> <p>SAC counselor logs of meetings with identified students.</p> <p>SEL lesson plans documented on Oncourse.</p>
Jul 1	<p>Reinforce positive student character and behavior within the school environment, while also addressing potential student trauma experienced as a result of the Covid-19 Pandemic.</p>	<p>End of year Panorama Survey report with results from both Fall &amp; Spring administration.</p> <p>End of year report of dates &amp; times of all identified students who met with the SAC counselor for additional mental health counseling.</p> <p>Report of all yearly documented Second Step Lesson Plans from Oncourse.</p>

## Action Steps

### SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Appoint counselors for each school.	7/5/22	8/25/22	
1	3	Survey Design	7/5/22	8/25/22	
1	1	Organize and train committee members to turnkey weekly lessons throughout the year.	7/5/22	8/25/22	
2	3	Administering the survey	9/30/22	10/28/22	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Counselors should design lessons to address curricular needs for homerooms.	8/25/22	6/15/23	

## Budget Items

### SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Panorama Survey	FACILITIES - Instructional Equipment / 400-731	\$4,300	ESSER/ESSER II/ARP
1	SACs salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$60,139	State/Local
1	Second Step Platform	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$3,000	ESSER/ESSER II/ARP
2	General supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	\$200	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
Teacher Salaries	9/1/22	6/30/23	Building	INSTRUCTION - Personnel Services - Salaries / 100-100	\$180,317.00	Federal Title I (School)
Instructional Supplies	9/1/22	6/30/23	Building	INSTRUCTION - Supplies & Materials / 100-600	\$11,384.00	Federal Title I (School)
Non-Instructional Supplies	9/1/22	6/30/23	Building	SUPPORT SERVICES - Supplies & Materials / 200-600	\$4,500.00	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	\$11,000	\$0	\$0	\$0	\$0	\$0	\$11,000
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	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$11,000	\$0	\$0	\$0	\$0	\$0	\$11,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$60,139	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$60,139
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	\$3,000	\$0	\$0	\$0	\$3,000
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus 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	\$2,200	\$0	\$2,000	\$0	\$10,546	\$0	\$0	\$0	\$14,746
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		\$62,339	\$0	\$2,000	\$0	\$13,546	\$0	\$0	\$0	\$77,885
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$4,300	\$0	\$0	\$0	\$4,300
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$4,300	\$0	\$0	\$0	\$4,300
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			\$62,339	\$0	\$13,000	\$0	\$17,846	\$0	\$0	\$0	\$93,185

## 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	\$13,000	\$0	\$13,000
Other Title 1 Expenditures	\$0	\$196,201	\$0	\$196,201
Total	\$0	\$209,201	\$0	\$209,201

## 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		Effective Instruction
x		Effective Instruction
x		Climate and Culture, including Social and Emotional Learning
x		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: 05/26/2022

## 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: Dr. Dennis C. Degan  
 Title: Assistant Superintendent of Schools  
 Date: 06/29/2022

## 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: 06/29/2022