JOHN M. BAILEY COMMUNITY SCHOOL

District:	BAYONNE CITY	School Identification:	Targeted Support
County:	HUDSON	Targeted Subgroup	Students with Disabilities
Team:	NA	CDS:	170220040

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	Albert McCormick, Jr.	Yes	Yes	Yes		
Teacher	Dawn Cole-Moon	Yes	Yes	Yes		
Teacher	Megan Sorrenti	Yes	Yes	Yes		
Teacher	Helen Zebrowski	Yes	Yes	Yes		
Teacher	Anthony Mackow	Yes	Yes	Yes		
Teacher	Michael Cabarle	Yes	Yes	Yes		
Parent	Maggie Pagano	Yes	Yes	Yes		
Community Representative	Kenneth Poesl	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
06/01/2022	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/09/2022	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS						
Analysis of Key Interventions	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)
K-8 I Ready	English Language Arts	Special Needs Subgroup	Yes	Yes	Yes	Data Reports, Baseline, Mid-Year. End Year Assessment
K-8 Educational Websites	English Language Arts	Special Needs Subgroup	Yes	Yes	Yes	Data Reports, Baseline, Mid-Year, End Year Assessment
K-8 Chronic Absenteeism	English Language Arts	Special Needs Subgroup	Yes	Yes	Yes	Monthly Attendance Reports, Data Reports, Attendance Warning Letters, Truancy Referral Forms

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. Link 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, https:/measinc-nj-science.com/		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					Grades K-8 complete a district-created Benchmark Assessment on grade level in ELA & Math.	Grades K-8 complete a district-created Benchmark Assessment on grade level for ELA and Math. All students completed benchmark assessment to determine areas of need.
		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	Cyclle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		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	Grades K-8 complete a district-created Benchmark Assessment on grade level. Benchmark results provide qualitative data for observational purposes.	Grades K-2 do a I-Ready Diagnostic test that does not provide results until Cycle 3.
		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	Grades K-8 complete a district-created Benchmark Assessment on grade level. Benchmark results provide qualitative data for observational purposes.	Grades K-2 do a I-Ready Diagnostic test that does not provide results until Cycle 3.
		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%	ELL students will take the Access 2.0 testing.	-2% of ELP students are expected to display growth this academic school year.

		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	643 students are currently enrolled as of June 2022. Grade Pre-K- 30 Grade K- 66 Grade 01- 75 Grade 02- 77 Grade 03- 80 Grade 04- 74 Grade 05- 65 Grade 06- 60 Grade 07- 61 Grade 08- 55 Female- 289 Male- 354 Non-Binary/Undesignated: 0 Subgroup Special education- 38 Self-Contained- 66	Enrollment was consistent with the previous 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%	There were 7,670 total absences this academic school year. Grade 00 Totals: Absent: 974.0 Grade 01 Totals: Absent: 1133.5 Grade 02 Totals: Absent: 891.0 Grade 03 Totals: Absent: 819.0 Grade 04 Totals: Absent: 829.5 Grade 05 Totals: Absent: 797.5 Grade 06 Totals: Absent: 795.5 Grade 07 Totals: Absent: 780.0 Grade 08 Totals: Absent: 650.0 Total Absent: 7,670 Zero days incentive was initiated. Teachers input data in real-time. Students were recognized for perfect attendance. Data was analyzed. Students who were at risk of violation were made known to the attendance committee.	The current total number of absences was less than last year. Last year we were mostly virtual which impacted attendance. This year we only had one virtual week. Most students opted to return full-time. There was a large number of absences in grade 1 compared to other grade levels.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.00%	There were 5,749 total absences that were equal to or exceeded 10 days. Female: 53 Male: 66 Non-Binary/Undesignated: 0 Total Students: 119 119 students out of 643 were identified as chronically absent Zero days incentive base program was implemented. Teachers input data, attendance committee reviewed data and trends. Parents/guardians were contacted and letters were sent home.	The number of absences was less than last year's. The previous year had a total of 4,899 absences which exceeded 10 days compared to our current 5,749.
		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%	Staff attendance dropped upon the return to school this current school year.	During the pandemic, for the most part, staff members maintained good attendance. Staff attendance decreased from the previous year.

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%	Students are disciplined as needed for violating the Code of Conduct. There were a total of 33 students suspended this school year. Suspension numbers by days Grade 2- 4 Grade 4- 13 Grade 5- 3 Grade 6- 26 Grade 7- 28 Grade 8- 61	This was our first full year back in person therefore numbers did increase compared to last year. Grades 6-8 had the highest suspension rate. Along with our special needs population.
		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		We did not do this survey. It is conducted at least every three years.	N/A

		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		Framework: Danielson # Teachers to Evaluate: 55 # Non-tenure teachers (years 1 & 2) - 9 # Non-tenure teachers (years 3 & 4)- 12 # Teachers on CAP- 0 #Teachers receiving mSGP - 0 Scheduled: 130 Completed: 130 Highly Effective- 40 Effective- 15 Partially Effective- 0 Ineffective- 0 Teachers are implementing programs and resources in order to enhance instruction. Teachers would benefit from continued professional development in order to effectively use the many tools available to them.	All teachers evaluated this year fell between highly effective, and effective. There were no teachers identified as partially or ineffective. All staff members evaluated were utilizing technology and engagement was evident. Teachers would benefit from continued professional development.

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Attendance	Chronic Illness	Attendance Reports, Documentation, Realtime reports	N/A
Parent and Family Engagement	Socioeconomic, work, time, post pandemic status	Sign in Sheets	N/A
Financial	Large population of economically disadvantaged families	All students qualified for free and reduced lunch due to the current state. However, there is a large amount that qualifies for ree and reduced.	N/A

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	1.1, 1.2, 1.4	1.3, 1.5
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
Assessment	1	A	4-Sustaining	2.1, 2.2	2.3
	2	A	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	3.4	3.1, 3.2, 3.3
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	4.1, 4.6, 4.8, 4.10	4.2, 4.3, 4.4, 4.5, 4.7, 4.9, 4.11, 4.12, 4.13, 4.14
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	4-Sustaining		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	3-Developing		
	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	3-Developing	5.1	5.1

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	Chronic Absenteeism- Why are some students not attending school on a regular basis?	Contributing factors may include: extended illness out-of-school suspension transportation issues. (missing school bus) low engagement social-emotional stressors disability/health issue	Special Needs; Hispanic	1	Continue a reward incentive for model monthly attendance.
				2	Keep a file for students with district attendance letters and appropriate medical documentation.
				3	An attendance committee will be formed to discuss a plan of action for any students in violation of the district attendance policy. An attendance monitor will be appointed to assess and communicate daily attendance concerns.
Assessment/Data Analysis	Growth of Academic Performance and parent involvement	Classified students (i.e. emotional/behavior disorders; academic weakness) Lack of motivation Lack of parental guidance/support	Special Needs Students & At risk students	1	Implement the resources previously purchased with concentration on motivational, educational, and real-world connections.
				2	Parent workshops
				3	Family Educational Nights

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Vocabulary skills and exposure	Need for supplemental supports enough material for special education classes Lack of parent involvement or ability to assist their struggling children Lack of professional development in the content areas for all teachers	Special Needs Students & At risk students	1	Purchase I-Ready for ELA and Flocabulary for grades K-8.
				2	Continue to incorporate novels and the newly adopted Savvas Literacy Program. Introduce a word of the week.
				3	Provide professional development opportunities to staff.
Effective Instruction	Literacy / Mathematics skills and exposure	Language barrier: Four students were eligible to take the ACCESS test. At one point, these students may have attended our district ESL program or did not attend due to parent refusal. These students qualify for Title I services to support their needs. We will continue to monitor their progress and provide the appropriate assistance so they can meet their educational goals. Lack of parent involvement or ability to assist their struggling children Lack of sufficient vocabulary materials Lack of supplemental materials	Special Needs Students & At risk students	1	Purchase I-Ready for Math grades K-8
				2	Purchase Teachers Pay Teachers subscription; Super Teacher Worksheets subscription; Education.com subscription
				3	Provide professional development

SMART Goal 1

By June 2023, there will be a decrease in the number of chronically absent students recorded in Realtime.
John M. Bailey Community School will conduct outreach to families specifically of our Special Needs students.

Priority Performance   Chronic Absenteeism- Why are some students not attending school on a regular basis?

Strategy 1:   Continue a reward incentive for model monthly attendance.

Strategy 2:   Keep a file for students with district attendance letters and appropriate medical documentation.

Strategy 3:   An attendance committee will be formed to discuss a plan of action for any students in violation of the district attendance policy. An attendance monitor will be appointed to assess and communicate daily attendance concerns.

Target Population: Special Needs; Hispanic

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	The attendance monitor will prepare a list of at-risk students that will be referred to the attendance committee. At each cycle, we will review and provide an update as to the status of each student's attendance. Further, we will provide necessary intervention as it is deemed appropriate.	Realtime Attendance Data Teacher records Daily attendance Medical documentation District generated letters

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	A rewards-based incentive program will be implemented for perfect monthly attendance.	Realtime Attendance Report Teacher records Daily attendance District Policy letters Parent conferences Attendance committee reports
Apr 15:	Students referred to the attendance committee will show a decrease in absenteeism.	Realtime Attendance Data Realtime Attendance Report Teacher records Daily attendance Medical documentation District Policy letters Parent conferences Attendance committee reports
Jul 1	By June 2023, there will be a decrease in the number of chronically absent students recorded in Realtime. John M. Bailey Community School will conduct outreach to families specifically of our Special Needs students.	Realtime Attendance Data Realtime Attendance Report Teacher records Daily attendance Medical documentation District Policy letters Parent conferences Attendance committee reports

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Students will be introduced to the new Attendance Incentive Program. Zero to one day absent per month	9/1/22	6/30/23	
1	2	Real-time generated letters will be sent home and filed for documentation purposes.	10/1/22	6/30/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Attendance committee will be formed and approved for the 22-23 school year	9/1/22	7/1/23	
2	2	Teacher will collect medical documentation and send to nurse for documentation	9/1/22	6/30/23	
2	1	Homeroom teacher will compile a list of students with perfect attendance monthly	10/1/22	6/30/23	
2	3	Attendance committee will compile a list every 2 weeks	10/1/22	7/1/23	
3	3	Students at risk for infringement of Attendance Policy will be referred to the attendance committee	10/1/22	7/1/23	
3	2	School nurse will collect information and input in realtime when applicable or add to students individual file	9/1/22	7/1/23	
3	1	Students with perfect attendance will be recognized on various platforms such as Schoology and Twitter	9/1/22	6/30/23	
4	1	One student with perfect attendance will be randomly selected for a prize	9/1/22	6/30/23	
4	3	Attendance committee will meet monthly to discuss at-risk students and identify trends	10/1/22	7/1/23	
4	2	Generated realtime reports will be filed in classroom and CUM folders	9/1/22	6/30/23	
5	3	Attendance committee will reach out to parents/guardians	10/1/22	7/1/23	
5	2	Homeroom teachers will identify and refer at-risk students	9/1/22	6/1/23	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Title I SIA Attendance Committee Teacher Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$1,000	SIA
1	Teacher Benefits Attendance Committee	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$77	SIA

SMART Goal 2

By June of 2023, John M. Bailey Community School ELA and Math teachers will emphasize and promote increased motivation through real-world connections. This will be measured through growth in academic performance.

Priority Performance   Growth of Academic Performance and parent involvement

Strategy 1:   Implement the resources previously purchased with concentration on motivational, educational, and real-world connections.

Strategy 2:   Parent workshops

Strategy 3:   Family Educational Nights

Target Population: Special Needs Students & At risk students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will show an increase in motivation and a positive outlook towards school from the incorporation of real-world connection lessons.	Daily Attendance Teacher observation Academic performance Teacher check-in Emotional well being

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Continue promoting a positive learning environment	Daily Attendance Teacher observation Academic performance Teacher check-in Emotional well being Improved behavior
Apr 15:	See an increase in students rewarded for increased motivation and academic performance.	Emotional well being Daily Attendance Teacher observation Academic performance Daily Behavior Logs Improved behavior Teacher's records of student rewards
Jul 1	By June of 2023, John M. Bailey Community School ELA and Math teachers will emphasize and promote increased motivation through real-world connections. This will be measured through growth in academic performance.	Daily Attendance Teacher observation Academic performance Improved behavior Teacher's records of students' rewards

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Implement motivational, educational, strategic board games and storage cart; these items were previously purchased	9/1/22	7/1/23	
1	2	Assess areas of need in order to increase parent involvement and promote student growth	10/1/22	7/1/23	
1	3	Family educational nights will be held and cover various topics including but not limited to S.T.E.M.	10/1/22	7/1/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	3	Provide resources, strategies, and information to parents to increase home school connection	10/1/22	7/1/23	
2	2	Parent workshops will raise awareness and enhance school culture	10/1/22	7/1/23	
2	1	Utilize remaining resources, subscriptions, and materials to promote a positive learning environment	10/1/22	7/1/23	
3	1	Implement previously purchased materials to increase motivation and make real-world connections	10/1/22	7/1/23	
3	3	Parent workshops will bridge the home to school gap and build better communication	10/1/22	6/30/23	
3	2	Offer workshops for parents on various programs and provide resources	10/1/22	7/1/23	
4	1	Classroom teachers will collect data to ensure the effectiveness of implemented strategies and identify at-risk students	10/1/22	7/1/23	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Title 1 Parent Workshop Teacher Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$1,000	Federal Title I (School Allocation)

SMART Goal 3

John M. Bailey Community School will provide additional opportunities for our Special Needs population to have access and increased exposure to informational and literature reading materials. An increase in diagnostic scores will be evident by June 2023.

Priority Performance   Vocabulary skills and exposure

Strategy 1:   Purchase I-Ready for ELA and Flocabulary for grades K-8.

Strategy 2:   Continue to incorporate novels and the newly adopted Savvas Literacy Program.

                        Introduce a word of the week.

Strategy 3:   Provide professional development opportunities to staff.

Target Population: Special Needs Students & At risk students

Interim Goals
SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will begin to take Diagnostic Assessments to obtain a baseline score. Professional Development dates: Additional reading materials will be purchased	Data from the beginning of the year Diagnostic Assessments One I-Ready Professional Development completed Materials purchased will be distributed

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Students will increase from the baseline score.	I-Ready reports Flocabulary Reports District Assessment #2
Apr 15:	Students will increase from the midyear score.	I-Ready reports Flocabulary Reports District Assessment #3
Jul 1	John M. Bailey Community School will provide additional opportunities for our Special Needs population to have access and increased exposure to informational and literature reading materials. An increase in diagnostic scores will be evident by June 2023.	I-Ready reports Flocabulary Reports District Assessment #4

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Students will utilize Savvas Literacy Program and its components	9/1/22	6/30/23	
1	1	Introduce I-Ready to students	9/1/22	6/30/23	
1	3	Identify areas of need with respect to professional development	9/1/22	6/30/23	
2	2	Teachers will introduce grade level novels and supplemental reading materials	9/1/22	6/30/23	
2	1	Administer initial Diagnostic to students	9/1/22	6/30/23	
2	3	Staff will attend professional development provided by district to further knowledge on respective programs	9/1/22	6/30/23	
3	2	Introduce students to word of the week	9/1/22	6/30/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Administer additional diagnostics in accordance with district timeline	9/1/22	6/30/23	
3	3	Teachers will seek and attend additional professional development as needed	9/1/22	6/30/23	
4	1	Introduce students to Flocabulary	9/1/22	6/30/23	
5	1	Utilize Flocabulary to enhance instruction	9/1/22	6/1/23	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	I-Ready K-8	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$28,582	SIA
1	I-Ready Grade 3 Books	INSTRUCTION - Supplies & Materials / 100-600	$990	SIA

SMART Goal 4

ELA and Math teachers at John M. Bailey Community School will emphasize an increased exposure to vocabulary and Mathematics skills. Students will show an increase in the diagnostic, benchmark, and state assessments by the end of the school year.

Priority Performance   Literacy / Mathematics skills and exposure

Strategy 1:   Purchase I-Ready for Math grades K-8

Strategy 2:   Purchase Teachers Pay Teachers subscription; Super Teacher Worksheets subscription; Education.com subscription

Strategy 3:   Provide professional development

Target Population: Special Needs Students & At risk students

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will use I-Ready Math, Flocabulary, IXL, Newsela, and Savvas reading series to build skills	Benchmark / diagnostic results Flocabulary Reports Teacher observation IXL Reports
Feb 15	Students will show an increase in Word mastery as per achievements on Flocabulary Continue to utilize Raz Plus and Savvas reading series to enhance reading comprehension	Data reports from: Flocabulary, Raz plus, I-Ready, IXL, Newsela Teacher Observation

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Students will show an additional increase in mathematics scores on I-Ready and IXL	Data reports from I-Ready, IXL, Flocabulary Teacher Observation
Jul 1	ELA and Math teachers at John M. Bailey Community School will emphasize an increased exposure to vocabulary and Mathematics skills. Students will show an increase in the diagnostic, benchmark, and state assessments by the end of the school year.	Supplemental resources from Teachers Pay Teachers, Super Teacher Worksheets, and Education.com Teacher observation I-Ready reports

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Teachers will seek and attend additional professional development as needed	9/1/22	6/30/23	
1	2	Purchase Teachers Pay Teachers subscription; Super Teacher Worksheets subscription; Education.com subscription	9/1/22	6/30/23	
1	1	Purchase I-Ready for students in grades K-8	9/1/22	6/30/23	
2	2	Notify teachers when subscriptions are active and able to use	9/1/22	6/30/23	
2	3	Staff will attend professional development provided by district	9/1/22	6/30/23	
3	3	Identify areas of need with respect to professional development	9/1/22	6/30/23	
3	2	Utilize Teachers Pay Teachers, Super Teacher Worksheets, and Education.com subscription	9/1/22	6/30/23	
3	1	Review data from I-Ready reports and identify areas of need	9/1/22	6/30/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Utilize I-Ready to enhance instruction	9/1/22	6/30/23	
4	2	Obtain supplemental resources for struggling students	9/1/22	6/30/23	

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	I Ready	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$14,851	SIA

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Title I Teachers Salaries	7/1/22	6/30/23	Building	INSTRUCTION - Personnel Services - Salaries / 100-100	$284,301.00	Federal Title I (School
Instructional Supplies	7/1/22	6/30/23	Building	INSTRUCTION - Supplies & Materials / 100-600	$11,384.00	Federal Title I (School
Title I Teacher Benefits	7/1/22	6/30/23	Building	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$144,994.00	Federal Title I (School
Non Instructional Supplies	7/1/22	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	$1,000	$0	$0	$0	$1,000	$0	$2,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$0	$0	$0	$0	$0	$43,433	$0	$43,433
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	$990	$0	$990
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$1,000	$0	$0	$0	$45,423	$0	$46,423
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	$77	$0	$77
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	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Other Objects	200-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Indirect Costs	200-860	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Sub-total		$0	$0	$0	$0	$0	$0	$77	$0	$77
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	$1,000	$0	$0	$0	$45,500	$0	$46,500

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	$1,000	$0	$1,000
Other Title 1 Expenditures	$0	$445,179	$0	$445,179
Total	$0	$446,179	$0	$446,179

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		Assessment/Data Analysis
x		Effective Instruction
x		Effective Instruction
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: Albert McCormick, Jr.

Title: Principal

Date: 06/13/2022

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:

x	I certify I have completed and certified the required LEA Resource Equity Review.

Certified By: Dennis C. Degnan

Title: Assistant Superintendent of Schools

Date: 07/11/2022

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: 07/11/2022