

## NICHOLAS ORESKO COMMUNITY SCHOOL

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220140

# 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
Principal	Charles Costello	Yes	Yes	Yes		
Counselor	Tara Furmaniak	Yes	Yes	Yes		
Teacher	Samantha Christie	Yes	Yes	Yes		
Teacher	Lorena Quinonez	Yes	Yes	Yes		
Teacher	Nancy Jaros	Yes	Yes	Yes		
Teacher	Kathryn Kim	Yes	Yes	Yes		
Teacher/Technology	Trisha Holden	Yes	Yes	Yes		
Parent/Community	Sharon Yuscavitch	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Paraprofessional	Annalisa Spano	Yes	Yes	Yes		

## ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/04/2021	Prior Year Evaluation	Yes	Yes
05/06/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/11/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/14/2021	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)
IXL	Mathematics	All Students	Yes	Yes	Yes	Hispanic and economically disadvantaged sub-groups did not meet targets in Mathematics according to the NJ School Performance Summary Report.
AM Tutorial Program	Mathematics	Struggling Students	Yes	Yes	Yes	Students are recommended for this Math program to reintroduce and reinforce mathematic skills.
iReady	Mathematics/Language Arts	All Students	Yes	Yes	Yes	Students are assessed with I-Ready three times a year
Newsela	Language Arts	All Students	Yes	Yes	Yes	Expose students to informational text on students reading level.

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends

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.	Student Group	ELA	Math	Alg1	Alg2	Geo	There is no additional data available at this time.	<p>On a school-wide level the target score for English Language Arts/Literacy was met for the 2018-2019 school year.</p> <p>However, on a school-wide level the target score for Mathematics was not met.</p> <p>All sub-groups met the target for English Language Arts/Literacy for the 2018-2019 school year.</p> <p>The following sub-groups did not meet the target for Mathematics for the 2018-2019 school year: Hispanic and Economically Disadvantaged</p>
		Schoolwide	80.6 %	73.4%	100%				
		White	85.2 %	79.5%	100%				
		Hispanic	65.4 %	48.8%	*				
		Black or African American	75%	68.4%	*				
		Asian, Native Hawaiian, or Pacific Islander	88.9 %	92.6%	*				
		American Indian or Alaska Native							
		Two or More Races	80%	66.7%	*				
		Female	85.5 %	74.3%	100%				
		Male	75.4 %	72.4%	100%				
		Economically Disadvantaged Students	67.8 %	59.2%	*				
		Non-Economically Disadvantaged Students	89.4 %	83.5%	*				
		Students with Disabilities	11.1 %	11.1%					
		Students without Disabilities	84.3 %	76.7%	100%				
		English Learners	52.4 %	53.8%					
		Non-English Learners	82.4 %	74.9%	100%				
		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

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 support or analyze.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	73%	40%			
		White	79%	39%			
		Hispanic	31%	28%			
		Black or African					
		Asian, Native	93%	43%			
		American Indian or	*	*			
		Two or More Races					
		Female	76%	49%			
		Male	70%	28%			
		Economical ly	63%	20%			
		Non-Economical	79%	50%			
		Students with	*	*			



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	73%	40%			
		English Learners	*				
		Non-English	73%				
		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	61%	60.5%		
		White	64%	59.5%		
		Hispanic	49%	48%		
		Black or African American	66%	57%		
		Asian, Native Hawaiian, or Pacific	63%	78%		
		American Indian or Alaska Native				
		Two or More Races	61%	64%		
		Female	63%	54%		
		Male	56%	66%		
		Economically Disadvantaged	61.5%	60%		
		Non-Economically Disadvantaged				
		Students with Disabilities	70%	37.5%		
		Students without Disabilities				

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	75.5%	*		
		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.	Data monitored by the individual classroom teacher.
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	100%		
		1	100%	100%	100%	100%		
		2	100%	100%	100%	100%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		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%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	100%		
		1	100%	100%	100%	100%		
		2	100%	100%	100%	100%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		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.	Due to virtual learning benchmark scores showed difference from in- person learning to virtual learning.  Data was monitored by the individual classroom teacher.
		K	70%	100%	78%	79%		
		1	42%	46%	58%	57%		
		2	42%	42%	65%	66%		
		3	72%	71%	36%	38%		
		4	77%	67%	55%	56%		
		5	86%	71%	81%	83%		
		6	78%	79%	87%	87%		
		7	61%	65%	67%	70%		
		8	62%	62%	94%	94%		
		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.	Due to virtual learning benchmark scores showed difference from in- person learning to virtual learning.  Data was monitored by the individual classroom teacher.
		K	30%	83%	91%	90%		
		1	46%	42%	42%	44%		
		2	29%	42%	53%	54%		
		3	52%	74%	58%	61%		
		4	82%	82%	61%	61%		
		5	97%	92%	100%	94%		
		6	83%	85%	96%	96%		
		7	80%	86%	85%	86%		
		8	78%	79%	86%	87%		
		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 not additional data at this time.	Data was monitored by the classroom teacher.

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	444	N/A	Student attendance at Nicholas Oresko School is very good.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
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	98.40%	N/A	Student attendance at Nicholas Oresko School is very good.
		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%	Not applicable.	Attendance officer monitors student attendance through Realtime. The attendance officer visits homes and takes families to court as needed.
		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	95.95%	Not applicable	Staff attendance at Nicholas Oresko School is very good.

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%	Not applicable.	Zero suspensions as of May 15, 2021.
		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		Not applicable	Not applicable

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	Not applicable
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	37	N/A	100% of students enrolled in Algebra achieved academic success.
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	36		
		% of students who scored 4 or 5 on the PARCC assessment	100%		

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	N/A	N/A
		Observation Waiver?	No		
		# Teachers to Evaluate	29		
		# Non-tenure teachers (years 1 & 2)	6		
		# Non-tenure teachers (years 3 & 4)	2		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	10		
		Observations	Total		
		# Scheduled	64		
		# Completed	64		
		# Highly Effective	28		
		# Effective	36		



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
Intervention Support	Additional Title I support for all grade levels.	Nicholas Oresko School is understaffed when it comes to interventions. The school would benefit from a full time Reading Coach, Mathematics Coach, Behaviorialist and additional Title I teachers in all grade levels.	There are more students entering the school system with academic needs and behavioral issues. These students would benefit from further support services.
Parent/Family Engagement	Funding for additional Parent Workshops	Additional parent workshops would provide parents with the support they need to help their children.	There are more students entering the school system with academic needs and behavioral issues. These parents would benefit from further support services.

## 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	Standards and student learning objectives	Effective instructional strategies
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	4-Sustaining	Common summative assessments	Common preps
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	Grade level and content instructional teams meet regularly	Collaboration
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	Fostering respect and positive relationships	Consistency
	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	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Evaluations are conducted on schedule and followed by meaningful dialogue	Supoorting new and weak teachers

## 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?)	
Effective Instruction	To create an environment of multi-tiered system of support in order for students to be successful.	Challenges faced by varying student learning styles and student personal backgrounds.	All Students	1	Provide students with access to support that promotes skills and abilities.
				2	Track students throughout the year and utilize a variety of strategies that address their individual learning styles.
				3	
Climate and Culture, including Social and Emotional Learning	To create an environment that provides students with the social and emotional supports in order for students to grow both academically and socially.	Challenges faced by a diverse student population and the varying degrees of student needs.	All Teachers and Students	1	Creation of Social Emotional Learning Team with school counselor and cross grade level staff representation.
				2	Support for teachers will be provided to help them provide an environment that will address students social and emotional needs.
				3	Implementation of a social emotional learning program across all disciplines.

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	To create an learning environment that emphasizes a STEM approach in order to create critical thinkers, increase science literacy, and enables the next generation of innovators.	Challenges in shifting from traditional activities to STEM based activities.	All Teachers and Students	1	Creation of a STEM Team.
				2	Creation of goals, sample lessons, and rubrics that will be used by staff members.
				3	Creation of a catalogue of learning activities and resources project based learning activities.
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

## SMART Goal 1

A multi-tiered system of support (iReady, IXL, Raz Kids, Newsela & Differentiation) will be utilized to provide support to all students.

Priority Performance                      To create an environment of multi-tiered system of support in order for students to be successful.

Strategy 1:                      Provide students with access to support that promotes skills and abilities.

Strategy 2:                      Track students throughout the year and utilize a variety of strategies that address their individual learning styles.

Strategy 3:

Target Population:              All Students

## Interim Goals

### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Teachers will utilize interactive programs (IXL, iReady, Raz Kids, Newsela) to assist in diagnosing and supporting student growth. Teachers will include a PDP goal for Differentiation for all students in their PDPs. PLCs will be utilized to develop action plans to foster multi-tiered systems of support.	Teacher Professional Development Plans, PLC Agendas, Analysis of student skills from interactive programs.
Feb 15	ARMs program for students in need of remediation. Completion of Professional Development Plan Mid-Year check-in.	Identification of students for the ARMs program. Completion of the Professional Development Plan Mid-Year check-in.
Apr 15	PLCs will continue. Teachers will reflect on the effectiveness of multi-tiered interventions being used. ARMs teachers will complete a survey, reflecting on the program at its conclusion.	PLC Agendas ARMs teachers' survey
Jul 1	A multi-tiered system of support (iReady, IXL, Raz Kids, Newsela & Differentiation) will be utilized to provide support to all students.	Completed Teacher Professional Development Plans for the 2021-20122 school year. PLC Agendas

## Action Steps

### SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Data Team will review and analyze student data from interactive programs.	11/16/21	3/15/22	
1	1	Creation and implementation of teachers' Professional Development Plan with Differentiation for all students goal.	9/2/21	4/15/22	
1	2	Initiate review of student data to drive PLCs and continue multiple tiered system of support.	11/16/21	4/15/22	

## Budget Items

### SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMs Teachers Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$7,000	Federal Title I (School Allocation)
1	ARMs Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	\$500	Federal Title I (School Allocation)



## SMART Goal 2

To develop respect for one's self and others, responsibility for one's actions, good decision making skills, and self-awareness in all students through Social Emotional Learning.

Priority Performance                      To create an environment that provides students with the social and emotional supports in order for students to grow both academically and socially.

Strategy 1:                      Creation of Social Emotional Learning Team with school counselor and cross grade level staff representation.

Strategy 2:                      Support for teachers will be provided to help them provide an environment that will address students social and emotional needs.

Strategy 3:                      Implementation of a social emotional learning program across all disciplines.

Target Population:              All Teachers and Students

## Interim Goals

### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	The Social/Emotional Learning Team, led by the School Counselor will develop a plan regarding the implementation of monthly SEL activities to develop respect for one's self and others, responsibility for one's actions, good decision making skills, and self-awareness. The team will communicate the SEL program to the school community.	Social/Emotional Learning Team Meeting dates and sign-in sheets. List of monthly SEL goals.
Feb 15	The school counselor will share information concerning the school's SEL program. Teachers will reflect on their implementation of monthly SEL activities. Teachers will review progress and complete a survey regarding the instruction and implementation process of SEL activities.	Social/Emotional Learning Team Meeting dates and sign-in sheets Teacher Survey on SEL Results of Survey

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	Continue implementation of the Social Emotional Learning program to create an environment that provides students with the social and emotional supports in order for students to grow both academically and socially. Social/Emotional Learning will be embedded a variety of school activities.	Social/Emotional Learning Team Meeting dates and sign-in sheets SEL incorporated into school activities
Jul 1	To develop respect for one's self and others, responsibility for one's actions, good decision making skills, and self-awareness in all students through Social Emotional Learning.	Social/Emotional Team digital file of compiled list of strategies and goals that were employed and student created artifacts.

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Implementation of Social/Emotional Learning through student activities	12/1/21	4/15/22	
1	1	Implementation of Social/Emotional Learning Team. Creation of monthly goals to support the program.	9/2/21	11/16/21	
1	2	Review of Social/Emotional Goals. Make changes to the program as needed.	11/16/21	2/15/22	

## Budget Items

### SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Social/Emotional Learning Teachers Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,000	ESSER/ESSER II/ARP

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Social /Emotional Learning Curriculum Supplies	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$8,000	ESSER/ESSER II/ARP

## SMART Goal 3

Facilitate the shift from more traditional learning to project based learning by providing STEM enrichment activities for all students geared to promote critical thinking and problem solving skills.

Priority Performance To create an learning environment that emphasizes a STEM approach in order to create critical thinkers, increase science literacy, and enables the next generation of innovators.

Strategy 1: Creation of a STEM Team.

Strategy 2: Creation of goals, sample lessons, and rubrics that will be used by staff members.

Strategy 3: Creation of a catalogue of learning activities and resources project based learning activities.

Target Population: All Teachers  
and Students

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Create a STEM Team. The team will a STEM program including goals and activities for the upcoming school year.	List of STEM Team members Sign-In Sheets, Agendas and Minutes Activities
Feb 15	Development of STEM catalogue of activities and resources for project based learning.	List of STEM Team members Sign-In Sheets, Agendas and Minutes Catalogue Activities
Apr 15	Utilization of STEM activities in the classrooms.	Classroom STEM Forms
Jul 1	Facilitate the shift from more traditional learning to project based learning by providing STEM enrichment activities for all students geared to promote critical thinking and problem solving skills.	Classroom STEM Forms Teacher Survey Results

## Action Steps

### SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Establishment of building STEM Team. Development of STEM activities.	9/2/21	11/17/21	
2	2	Creation of STEM Catalogue with goals, activities, and rubrics for all classrooms.	11/23/21	2/2/22	
3	3	Utilization of STEM activities in all classrooms.	2/3/22	4/15/22	

## Budget Items

### SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Lego Kits	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	State/Local
2	Ozobots SUPPLIES	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 INSTRUCTIONAL SALARIES	9/1/21	6/30/22	BUILDING	INSTRUCTION - Personnel Services - Salaries / 100- 100	\$118,281.00	Federal Title I (School
TITLE 1 INSTRUCTIONAL SUPPLIES	9/1/21	6/30/22	BUILDING	INSTRUCTION - Supplies & Materials / 100- 600	\$8,057.00	Federal Title I (School
TITLE I NON INSTRUCTION SPLS	9/1/21	6/30/22	BUILDING	SUPPORT SERVICES - Supplies & Materials / 200- 600	\$4,160.00	Federal Title I (School



## Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Intervention s 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	\$24,000	\$0	\$145,000	\$0	\$0	\$0	\$169,000
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	\$24,000	\$0	\$145,000	\$0	\$0	\$0	\$169,000
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 Intervention s Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocate d Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicabl e) Allocated to School	SIA Carryove r	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	\$30,000	\$4,000	\$18,000	\$0	\$0	\$0	\$52,000
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	\$30,000	\$4,000	\$18,000	\$0	\$0	\$0	\$52,000
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	Noninstructi onal 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	\$54,000	\$4,000	\$163,000	\$0	\$0	\$0	\$221,000

## 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	\$54,000	\$4,000	\$58,000
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$54,000	\$4,000	\$58,000

## 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	<input checked="" type="checkbox"/>	Effective Instruction
x	<input checked="" type="checkbox"/>	Climate and Culture, including Social and Emotional Learning
x	<input checked="" type="checkbox"/>	College and Career Readiness
	<input type="checkbox"/>	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: Charles Costello

Title: Principal

Date: 06/25/2021

## 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