NICHOLAS ORESKO COMMUNITY SCHOOL

District:	BAYONNE CITY	School Identification:	NA
County:	HUDSON	Targeted Subgroup	
Team:	NA	CDS:	170220140

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	Charles Costello	Yes	Yes	Yes		
Administrative Secretary	Michelle Boyle	Yes	Yes	Yes		
School Counselor	Gabriella Lombardozzi	Yes	Yes	Yes		
Grade 8 Mathematics	Kathryn Kim	Yes	Yes	Yes		
Grade 8 Language Arts	Eric Clappsy	Yes	Yes	Yes		
Grade 4 Teacher	Jacqueline Sinclair Lewis	Yes	Yes	Yes		
Grade 3 Teacher	Tamara Roman	Yes	Yes	Yes		
Technology	Trisha Holden	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Title I Teacher	Samantha Christie	Yes	Yes	Yes		
Classroom Assistant	Annalisa Spano	Yes	Yes	Yes		
Parent	Sharon Yuscavitch	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/05/2022	Prior Year Evaluation	Yes	Yes
05/10/2022	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/12/2022	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/19/2022	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)
IXL	Mathematics	All Students	Yes	Yes	Yes	NJSLA scores, GoGat scores, IXL scores, benchmark tests, marking period grades
AM Tutorial Program	Mathematics	Struggling Students	Yes	Yes	Yes	Students are recommended for this math program to reinforce and reintroduce math skills.
iReady	Mathematics/Language Arts	All Students in Grades K-2	Yes	Yes	Yes	Students are assessed with iReady Assessment through a series of 3 tests.
Newsela	Language Arts	All Students	Yes	Yes	Yes	Provide students with informational text activities.

	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					Cycle I, Grade 2 students did not meet the 95% participation rate in ELA and Math (was 93%)	In 2021-2022 District wide benchmarks were given. This data was monitored by classroom teachers.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	98%	100%	0%		
		1	96%	100%	100%	0%		
		2	93%	100%	100%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	0%		
		5	100%	100%	100%	0%		
		6	100%	100%	100%	0%		
		7	100%	100%	100%	0%		
		8	100%	100%	100%	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	100%	98%	100%	0%		
		1	96%	100%	100%	0%		
		2	93%	100%	100%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	0%		
		5	100%	100%	100%	0%		
		6	100%	100%	97%	0%		
		7	100%	100%	100%	0%		
		8	100%	100%	100%	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	Students have demonstrated growth in ELA.	In 2021-2022 District wide benchmarks were given. This data was monitored by classroom teachers.
		K	17%	45%	48%	0%		
		1	20%	43%	69%	0%		
		2	5%	30%	33%	0%		
		3	10%	47%	91%	0%		
		4	24%	67%	62%	0%		
		5	40%	85%	100%	0%		
		6	19%	46%	75%	0%		
		7	40%	48%	66%	0%		
		8	43%	51%	84%	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	Students have demonstrated growth in Math.	In 2021-2022 District wide benchmarks were given. This data was monitored by classroom teachers.
		K	14%	36%	49%	0%		
		1	10%	38%	55%	0%		
		2	5%	13%	16%	0%		
		3	4%	24%	79%	0%		
		4	19%	33%	57%	0%		
		5	30%	85%	70%	0%		
		6	30%	74%	86%	0%		
		7	35%	76%	90%	0%		
		8	13%	47%	81%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%	There is limited growth in ELLs.	There is limited growth in ELLs.

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	393	N/A	Student enrollment has been consistent.
		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	96.42%	N/A	Student attendance has been very good at NOCS Students want to be in school because they feel safe and welcomed on a daily basis.
		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%	N/A	Atendance officer manages student attendance based upon Realtime data. He calls and visits the home of students and may bring the parents to court.
		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	94.05%	N/A	Teachers maintain accurate attendance records. Teachers are responsible for keeping open lines of communication with parents in order to address poor attendance. If a student demonstrates chronic absenteeism the attendance officer will investigate.

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%	N/A	Suspension numbers have been low.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

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

COLLEGE & CAREER READINESS

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

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.			N/A	NA
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	36		Students in the Algebra I program have deomonstrated success.
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

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	Based on the Realtime DOE observation counts data from September 2021 to April 2022 only 96% of evaluations were completed. The information is as follows: Highly Effective Observations: 18%, Effective Observations: 82%
		Observation Waiver?	No		
		# Teachers to Evaluate	45		
		# Non-tenure teachers (years 1 & 2)	6		
		# Non-tenure teachers (years 3 & 4)	6		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	10		
		Observations	Total		
		# Scheduled	45		
		# Completed	43		
		# Highly Effective	8		
		# Effective	35		

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.	While the staff is employing a variety of interventions, we are still understaffed when it comes to interventions. We would benefit from a Math Coach, Reading Coach, Behaviorist and additional Title I teachers in all grade levels.	We believe that there are more students entering the school system with behavioral issues that would benefit from having further support services in place.

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	In reference to Standards, Student Learning Objectives and Effective Instruction as a school we are sustaining.	We are still emerging inured Career Ready Practices
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	2-Emerging		
Assessment	1	A	4-Sustaining	In regard to Assessment are mostly sustaining in our development of summative assessments.	We are still in the process of growing our formative assessments as a district.
	2	A	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	As a school we are continually growing and emerging in regard to our PLCs as we engage in best practices for our school.	We are still growing professionally in our PLCs.
	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	We have established culture in our school which promotes positive rapport for faculty, staff and students.	We are continually developing our school culture to meet the needs of our diverse student population.
	2	A	3-Developing		
	3	A	3-Developing		
	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	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	We have a structured evaluation system for teachers and principal effectiveness as well as tools. to support them grow and thrive.	We will continue to use our best practices for teacher and principal effectiveness to help support and grow as leaders.

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 improve building English Language Arts' scores through classroom instruction.	Provide students with quality instruction in reading and writing.	All students	1	English Language Arts teachers will identify their goals regarding reading and writing to drive instruction thus fostering academic growth.
				2	English Language Arts teachers will utilize a variety of strategies to designed to foster academic growth.
				3	English Language Arts teachers will identify best practices for future reference and record student data in Realtime and Schoology.
Effective Instruction	To improve building Mathematics' scores through classroom instruction.	Provide students with quality instruction in reading and writing.	All students	1	Mathematics teachers will identify their goals regarding the skills being taught at their grade level to drive instruction thus fostering academic growth.
				2	To utilize both enrichment and remedial programs to enhance instruction.
				3	

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	To provide appropriate attention and interventions that promotes a safe, supportive environment for all students.	Due to virtual learning from March 2020 through April 2021 students social and emotional skills were stunted.	All students	1	Implementation of Second Step Social Emotional Learning Program .
				2	Student Assistance Counselor will implement appropriate activities that support social emotional growth.
				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

English Language Arts teachers will provide academic support and growth in their classrooms in order to meet students needs in accordance with NJSL Standards.

Priority Performance   To improve building English Language Arts' scores through classroom instruction.

Strategy 1:   English Language Arts teachers will identify their goals regarding reading and writing to drive instruction thus fostering academic growth.

Strategy 2:   English Language Arts teachers will utilize a variety of strategies to designed to foster academic growth.

Strategy 3:   English Language Arts teachers will identify best practices for future reference and record student data in Realtime and Schoology.

Target Population: All students

Interim Goals
SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	English Language Arts teachers will analyze 2022 NJSLA-ELA scores for students in grades three through eight and iReady scores for students in grades K through 2. Identification of students for ARMs Program. Identification of areas of weakness. Development of monthly goals to address weaknesses.	Grade level analysis binders, List of areas of weaknesses, ARMs Program student list and monthly goals that will address weaknesses.
Feb 15	English Language Arts teachers will analyze student assessment grades. They will review student progress on short and long term reading and writing goals and continue working towards NJSL Standards through effective instruction.	Teacher assessments, district assessments, IXL results, and IReady results

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	English Language Art teachers will review progress in reading and writing goals and make changes if needed.	Grade level analysis binders and revised monthly reading and writing goals if needed.
Jul 1	English Language Arts teachers will provide academic support and growth in their classrooms in order to meet students needs in accordance with NJSL Standards.	Grade level binders with a compiled list of strategies and goals that were employed by each grade level. Diagnostic Assessments, District Assessments and Teacher Assessments.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Identify best practices and record student data. Include Data Team to assist in analyzing student data.	2/14/23	4/28/23	
1	1	Analyze 2022 NJSLA-ELA scores. Complete English Language Arts IXL diagnostic assessment. Prepare list of those students who are eligible for English Language Arts ARMs Program.	9/1/22	10/17/22	
1	2	Review data to continue to foster academic growth and drive instruction. To continue to use multi-tierd systems of support through effective implementation of intervention strategies.	10/17/22	2/14/23	
2	1	Develop learning goals to address student weaknesses.	9/1/22	10/17/22	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMs Program - Teacher Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$5,500	Federal Title I (School Allocation)
2	ARMs Supplies	INSTRUCTION - Supplies & Materials / 100-600	$1,000	Federal Title I (School Allocation)
3	IXL and iReady Programs	INSTRUCTION - Supplies & Materials / 100-600	$6,171	Other Federal

SMART Goal 2

Mathematics teachers will provide academic support and growth in their classrooms in order to meet students needs in accordance with NJSL Standards.

Priority Performance   To improve building Mathematics' scores through classroom instruction.

Strategy 1:   Mathematics teachers will identify their goals regarding the skills being taught at their grade level to drive instruction thus fostering academic growth.

Strategy 2:   To utilize both enrichment and remedial programs to enhance instruction.

Strategy 3:

Target Population: All students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Mathematics teachers will analyze 2022 NJSLA-Math scores for students in grades three through eight and iReady scores for students in grades K through 2. Identification of students for ARMs Program. Identification of areas of weakness. Development of monthly goals to address weaknesses.	Grade level analysis binders, List of areas of weaknesses, ARMs Program student list and monthly goals that will address weaknesses.
Feb 15	Mathematics teachers will analyze student assessment grades. They will review student progress on short and long term reading and writing goals and continue working towards NJSL Standards through effective instruction.	Teacher assessments, district assessments, IXL results, and IReady results

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Mathematics teachers will review progress in reading and writing goals and make changes if needed.	Grade level analysis binders and revised monthly reading and writing goals if needed.
Jul 1	Mathematics teachers will provide academic support and growth in their classrooms in order to meet students needs in accordance with NJSL Standards.	Grade level binders with a compiled list of strategies and goals that were employed by each grade level. Diagnostic Assessments, District Assessments and Teacher Assessments.

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Review data to continue to foster academic growth and drive instruction. To continue to use multi-tiered systems of support through effective implementation of intervention strategies.	10/17/22	2/14/23	
1	1	Analyze 2022 NJSLA-Mathematics scores. Complete Mathematics IXL Diagnostic. Prepare a list of those students who are eligible for the Mathematics Program.	9/1/22	10/17/22	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMs Program - Teacher Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$5,500	Federal Title I (School Allocation)
2	ARMs Supplies	INSTRUCTION - Supplies & Materials / 100-600	$1,000	Federal Title I (School Allocation)

SMART Goal 3

To develop good student character traits, behavior and   inter-personal skills,

Priority Performance   To provide appropriate attention and interventions that promotes a safe, supportive environment for all students.

Strategy 1:   Implementation of Second Step Social Emotional Learning Program .

Strategy 2:   Student Assistance Counselor will implement appropriate activities that support social emotional growth.

Strategy 3:   Administration of Panorama Survey.

Target Population: All students

Interim Goals
SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will completed the Panorama Fall Survey. Second Step SEL lessons scheduled and implemented. Development of monthly activities.	Panorama Fall Survey results. SEL lessons documented in Oncourse. List of monthly activities.
Feb 15	Students identified from the Panorama Survey will receive additional counseling in small groups from the SAC counselor. Continuation of Second Step SEL lessons.	SAC counselor logs of meetings with identified students. SEL lessons documented in Oncourse.
Apr 15:	Students will complete the Panorama Spring Survey. Continuation of small group counseling. Continuation of Second Step SEL lessons,	Panorama Spring Survey results. SAC counselor logs of meetings with identified students. SEL lessons documented in Oncourse.

End of Cycle	Interim Goal		Source(s) of Evidence
Jul 1	To develop good student character traits, behavior and inter-personal skills,		End of year Panorama Survey report. End of year report of dates and times of small group counseling sessions. Report of all yearly documented Second Step lessons from Oncourse.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Administer Panorama Fall Survey	9/1/22	9/27/22	
1	1	Organize and train committee members to turnkey weekly lessons throughout the year.	9/1/22	9/27/22	
1	1	Appoint counselors for each school.	7/5/22	8/25/22	
2	2	Counselors design lessons to address curricular needs as necessary.	9/1/23	6/15/23	
2	2	Counselors develop monthly activities.	9/1/22	6/15/23	
3	3	Administer Panorama Spring Survey	9/27/22	10/25/22	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Panorama Survey	FACILITIES - Instructional Equipment / 400-731	$2,000	ESSER/ESSER II/ARP
1	SAC's Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$60,000	State/Local
3	SAC Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$9,000	State/Local
1	Second Step Program	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$4,300	Other Federal
2	General Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	$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		

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

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	$120,778.00	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	$2,000	$0	$0	$6,171	$0	$0	$8,171
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$13,000	$0	$0	$6,171	$0	$0	$19,171
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$60,000	$0	$0	$0	$0	$0	$0	$0	$60,000
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$9,000	$0	$0	$0	$0	$0	$0	$0	$9,000
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$0	$4,300	$0	$0	$4,300
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	$1,000	$0	$0	$0	$0	$0	$0	$0	$1,000
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		$70,000	$0	$0	$0	$0	$4,300	$0	$0	$74,300
FACILITIES	Buildings	400-720	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Instructional Equipment	400-731	$0	$0	$0	$0	$2,000	$0	$0	$0	$2,000
FACILITIES	Noninstructional Equipment	400-732	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Sub-total		$0	$0	$0	$0	$2,000	$0	$0	$0	$2,000
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			$70,000	$0	$13,000	$0	$2,000	$10,471	$0	$0	$95,471

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	$136,662	$0	$136,662
Total	$0	$149,662	$0	$149,662

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
		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: 06/09/2022

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.

Certified By: Dr. Dennis C. Degnan

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