

PHILIP G VROOM COMMUNITY SCHOOL

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220090

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	Stacey Janeczko	Yes	Yes	Yes		
Title I Interventionist	Christine Alvarez	Yes	Yes	Yes		
Guidance Counselor	Sandra D'Angelo	Yes	Yes	Yes		
Parent	Nichole Heaney	Yes	Yes	No		
Grade K Teacher	Samantha Maggio	No	Yes	No		
Grade 1 Teacher	Samantha Bridgman	Yes	Yes	No		
Child Study Team	Justyna Flynn	No	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
01/08/2021	Prior Year Evaluation	Yes	Yes
03/12/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/08/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/05/2021	Smart Goal Development	Yes	Yes
05/07/2021	Prior Year Evaluation, Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/14/2021	Prior Year Evaluation, Priority Performance Needs and Root Cause Analysis, 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)
100 Book Challenge	ELL/ELA, economically disadvantaged	ELL/ELA, economically disadvantaged	Yes	No	No	Due to virtual learning, the 100 Book Challenge did not take place. We hope to restart in the 2021-2022 school year.
ARMS tutoring	ELA/ELL, Math, economically disadvantaged	ELA/ELL, Math, economically disadvantaged	Yes	Yes	Yes	Increased test scores for those students that attended ARMS tutoring.
Parent Workshops	ELA/ELL, Math, economically disadvantaged	ELA/ELL, Math, economically disadvantaged	Yes	Yes		Students are engaged in learning. Families join them for the workshop. This supports family involvement and should be continued.

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.	Student Group	ELA	Math	Alg1	Alg2	Geo	Student groups who fell below the schoolwide average in ELA: Hispanic Black or African American Male Economically Disadvantaged Students with Disabilities English Language Learners In Math: Hispanic Black or African American Male Economically Disadvantaged English Language Learners	The virtual setting made it even more difficult to reach all of these groups. Faculty continue to reach out to students and parents via phone, email, and Class Dojo. ELA continues to outperform Math.
		Schoolwide	55.9 %	43.6%	*				
		White	59.7 %	50.4%	*				
		Hispanic	52.3 %	38.7%	*				
		Black or African American	36.8 %	15.8%					
		Asian, Native Hawaiian, or Pacific Islander	*	*					
		American Indian or Alaska Native	*	*					
		Two or More Races	60%	50%					
		Female	60%	44.9%	*				
		Male	51.9 %	42.3%	*				
		Economically Disadvantaged Students	48.6 %	40.9%	*				
		Non-Economically Disadvantaged Students	71.3 %	49.4%	*				
		Students with Disabilities	13.3 %	*					
		Students without Disabilities	64.4 %	*	*				
		English Learners	19.4 %	33.3%					
		Non-English Learners	60.7 %	45.1%	*				
		Homeless Students							
		Students in Foster Care							

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		
		Military-Connected Students	*	*					
		Migrant Students							

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				<p>Student populations falling below the schoolwide %</p> <p>Grade 5: Hispanic Students with Disabilities Female</p> <p>Grade 8: Hispanic Female Economically Disadvantaged Students with Disabilities English Learners</p> <p>Overall, 5th grade out performed 8th grade.</p>	With most students remaining virtual, the absence of labs and hands-on learning was non-existent. This made the teaching and learning of science quite challenging.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	16%	10%			
		White	20%	16%			
		Hispanic	12%	6%			
		Black or African					
		Asian, Native					
		American Indian or	*	*			
		Two or More Races					
		Female	5%	6%			
		Male	23%	18%			
		Economically	16%	6%			
		Non-Economical	17%	21%			
		Students with	6%				

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without	21%				
		English Learners		*			
		Non-English		10%			
		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	Student groups falling below school averages ELA: Hispanic Black or African American Female Economically Disadvantaged	Teaching ELA in a virtual setting proved to be quite complicated. The one-on-one attention that is desired was not possible.
		Schoolwide	56%	58%		
		White	62%	51.5%		
		Hispanic	54%	73%		
		Black or African American	38%	58%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native	*	*		
		Two or More Races	*	*		
		Female	54%	57%		
		Male	58%	60%		
		Economically Disadvantaged	54%	58%		
		Non-Economically Disadvantaged				
		Students with Disabilities	43%	44%		
		Students without Disabilities				

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	54%	77%		
		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						
		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%		
		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	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		
		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		
		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%	.	.

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	Student enrollment 481	.
		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	0.00%	.	.
		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%	44 students of 481 students were absent 10% or more days this school year. 9.1% of our students are chronically absent.	.
		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%	.	.

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%	There were no suspensions this school year.	.
		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		.	.

COLLEGE & CAREER READINESS					
Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)
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	
		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.				
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				
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	10		
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	*		
		% of students who scored 4 or 5 on the PARCC assessment	*		

EVALUATION INFORMATION				
Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs		Danielson Tenured teachers = 27 Non-tenured teachers= 14 0 Teachers on CAP	

OTHER INDICATORS

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Free and Reduced lunch records	economically disadvantaged	63% of our school population is economically disadvantaged	
Real Time Reports	chroni absenteeism	9.1% of our student population is chronically absent	

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	Standards, Students Learning Objectives, and Effective instruction are developing. We have weekly PLCs which include discussions about the effectiveness of SLOs, assessments, standards, and overall instruction.	Student Learning
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	2-Emerging		
Assessment	1	A	4-Sustaining	Assessments are formative and summative. These areas are developing successfully.	Improved Assessments
	2	A	3-Developing		
	3	A	4-Sustaining		
Professional Learning Community (PLC)	1	A	3-Developing	Grade level meetings occur weekly (or more often). Full staff meetings occur monthly. Our SMART goals are developed as a unit. We are continuing to develop how we work together as a professional school unit.	Conflict and Norms
	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	3-Developing	Our school climate is positive and inclusive. Our school rules are communicated with staff, students, and stakeholders.	Student rules, norms, climate plan
	2	A	2-Emerging		
	3	A	3-Developing		
	4	A	2-Emerging		
	5	A	3-Developing		
	6	A	4-Sustaining		
	7	A	2-Emerging		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	2-Emerging		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	4-Sustaining	We analyze school climate data in an effort to improve the school climate and culture. We strive to get more people involved in this process.	Connection between student learning and evaluations

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	Students academic success is Math is concerning because it affects academic achievement, standardized test scores, attendance rates, graduation, and dropout rates. We are not meeting expectations for many of our students in math.	Virtual learning has been a challenge. Math is a struggle for many of our learners. We have a large economically-disadvantaged population. We are aiming to increase opportunities for extra math support. We are also aiming to increase parent involvement.	Hispanic, Black/African American, Female, Students with frequent lateness/Absences	1	Continue zero period math class
				2	Purchase additional SMART boards for math teachers
				3	Continue to offer after-school parent workshops to involve parents in the learning process
Climate and Culture, including Social and Emotional Learning	Virtual learning has caused an increased need for social emotional learning. Many of our students are struggling emotionally due to the pandemic and virtual learning. This emotional struggle is causing struggles in schoolwork as well. Many students are late to class, missing schoolwork, and having a hard time getting their work completed.	Social emotional learning is necessary. Many of our learners are struggling emotionally due to the pandemic and virtual learning. Being isolated from their peers has been extremely challenging for many of our students.	Female, Male, White, Hispanic, Black/African American, Students with disabilities	1	Ensure that Art, Music, Technology and Physical Education teachers are aware of the new SEL Curriculum
				2	Meet with ScIP teams and Safety team to review school climate, survey and implement strategies to improve our climate and culture
				3	Monitor bullying curriculum and provide opportunities for Take a Step Club to be carried out

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?)	
Assessment/Data Analysis	By creating awareness and recognizing positive improvements, we will continue to decrease absenteeism rates. Attendance is the biggest factor influencing students' success. Chronic absenteeism increases achievement gaps.	Chronic absenteeism has improved this year due to virtual learning but it does continue to be a weakness that we need to improve. Our current chronic absenteeism rate is at 9.1%.	Hispanic, Black/African American, Low-socioeconomic	1	By creating awareness and recognizing positive improvement- prizes and recognition for perfect/improved attendance
				2	Make attendance an item for discussion in all school events including back-to-school back-to-school night, parent conferences and other opportunities to share goals with various stakeholders.
				3	Reach out to frequently absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

75% of Grade K-8 students will achieve their target score in math by June 2022.

Priority Performance Students academic success in Math is concerning because it affects academic achievement, standardized test scores, attendance rates, graduation, and dropout rates. We are not meeting expectations for many of our students in math.

Strategy 1: Continue zero period math class

Strategy 2: Purchase additional SMART boards for math teachers

Strategy 3: Continue to offer after-school parent workshops to involve parents in the learning process

Target Population: Hispanic, Black/African American, Female, Students with frequent lateness/Absences

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students enrolled in zero period math class	Class roster
Feb 15	Students completed math District Assessments #1 and #2	Math District Assessment scores from tests #1 and #2
Apr 15	Students completed math District Assessment #3	Math District Assessment scores from test #3
Jul 1	75% of Grade K-8 students will achieve their target score in math by June 2022.	Test scores - District Assessments

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	District Assessment #1,2,3 completed	9/14/21	6/17/22	All classroom teachers
1	3	Continue to offer after-school parent workshops to involve parents in the learning process	9/14/21	6/17/22	Title I Interventionists
1	1	Students enrolled in zero period math class	9/14/21	6/17/22	Teacher of zero period class
2	2	Purchase and use SMART boards for math classes	9/7/21	6/17/22	Math teachers

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	3 SMART boards for use in math classes	INSTRUCTION - Supplies & Materials / 100-600	\$15,000	ESSER/ESSER II/ARP

SMART Goal 2

By June 2022, all students will be able to define the 5 core components of the social-emotional learning curriculum.

Priority Performance Virtual learning has caused an increased need for social emotional learning. Many of our students are struggling emotionally due to the pandemic and virtual learning. This emotional struggle is causing struggles in schoolwork as well. Many students are late to class, missing schoolwork, and having a hard time getting their work completed.

Strategy 1: Ensure that Art, Music, Technology and Physical Education teachers are aware of the new SEL Curriculum

Strategy 2: Meet with SciP teams and Safety team to review school climate, survey and implement strategies to improve our climate and culture

Strategy 3: Monitor bullying curriculum and provide opportunities for Take a Step Club to be carried out

Target Population: Female, Male, White, Hispanic, Black/African American, Students with disabilities

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Guidance lessons - What is SEL learning?	plan book for guidance teachers, classroom log
Feb 15	Meet with school teams to implement climate and culture survey	Survey results
Apr 15	Implement Take A Step Club	Club attendance logs and meeting notes
Jul 1	By June 2022, all students will be able to define the 5 core components of the social-emotional learning curriculum.	Class discussions, guidance lessons

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Implement Take a Step Club	9/7/21	6/17/22	SCIP & School Safety Team Members
1	1	Monthly Guidance lessons - topic: SEL	9/7/21	6/17/22	Sandra D'Angelo
1	2	School Climate and Culture Survey	10/15/21	6/17/22	Staff Member
2	3	Monitor bullying curriculum	9/7/21	6/17/22	All Staff
2	1	Ensure students' understanding of SEL	9/7/21	6/17/22	All Staff
3	1	SEL lessons seen in plan books of art, music, technology, and physical education	9/7/21	6/17/22	Special Subject Teachers

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SEL Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	ESSER/ESSER II/ARP
1	SEL Curriculum	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$8,000	ESSER/ESSER II/ARP

SMART Goal 3

By June 2022, chronic absenteeism rates will be under 8%.

Priority Performance By creating awareness and recognizing positive improvements, we will continue to decrease absenteeism rates. Attendance is the biggest factor influencing students' success. Chronic absenteeism increases achievement gaps.

Strategy 1: By creating awareness and recognizing positive improvement- prizes and recognition for perfect/improved attendance

Strategy 2: Make attendance an item for discussion in all school events including back-to-school back-to-school night, parent conferences and other opportunities to share goals with various stakeholders.

Strategy 3: Reach out to frequently absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly

Target Population: Hispanic, Black/African American, Low-socioeconomic

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Continue the use of Class Dojo, parent phone calls, and emails to communicate with families of those children who are chronically absent	Messages, phone logs
Feb 15	Rewards system set up for students with improved attendance	Log sheet
Apr 15	Discuss attendance at parent workshops, PTA meetings, etc.	Copy of the agenda
Jul 1	By June 2022, chronic absenteeism rates will be under 8%.	School records - attendance rates

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	End of year attendance awards	6/1/22	6/17/22	School Improvement Team & Classroom Teachers
1	3	Additional in-class support to organize and address attendance issues - data entry, assist with parent phone calls and emails.	9/7/21	6/17/22	All staff
1	2	Parent meeting and workshops throughout the school year	9/14/21	6/17/22	Teachers & Title I Interventionists
2	1	Attendance awards system in organized	9/7/21	6/17/22	School Improvement Team

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Title 1 Parent Workshops	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$500	Federal Title I (School Allocation)

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
Title 1 Teachers Salaries	9/1/21	6/30/22	Building	INSTRUCTION - Personnel Services - Salaries / 100- 100	\$157,108.00	Federal Title I (School
Title 1 Instructional	9/1/21	6/30/22	Building	INSTRUCTION - Supplies & Materials / 100- 600	\$12,680.00	Federal Title I (School
Title 1 Non Instructional Supply	9/1/21	6/30/22	Building	SUPPORT SERVICES - Supplies & Materials / 200- 600	\$5,824.00	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	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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	\$16,000	\$0	\$0	\$0	\$16,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$16,000	\$0	\$0	\$0	\$16,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$500	\$0	\$0	\$0	\$0	\$0	\$500
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	\$8,000	\$0	\$0	\$0	\$8,000
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus 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	\$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	\$500	\$0	\$8,000	\$0	\$0	\$0	\$8,500
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	\$500	\$0	\$24,000	\$0	\$0	\$0	\$24,500

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	\$500	\$0	\$500
Other Title 1 Expenditures	\$0	\$175,612	\$0	\$175,612
Total	\$0	\$176,112	\$0	\$176,112

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		Climate and Culture, including Social and Emotional Learning
x		Assessment/Data Analysis
x		No option for the fourth SMART Goal was selected on the Root Cause page.
x	For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.	
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed By: Stacey Janeczko

Title: P.G. Vroom School Principal

Date: 05/21/2021

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