PHILIP G VROOM COMMUNITY SCHOOL

District:	BAYONNE CITY	School Identification:	NA
County:	HUDSON	Targeted Subgroup	
Team:	NA	CDS:	170220090

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	Stacey Janeczko	Yes	Yes	Yes		
Academic Interventionist	Christine Alvarez	Yes	Yes	Yes		
Guidance Counselor	Sandra D'Angelo	Yes	Yes	Yes		
Math Coach	Alyson James	Yes	Yes	Yes		
Parent	Donna Pipher	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/04/2021	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
11/22/2021	Smart Goal Development	Yes	Yes
01/12/2022	Smart Goal Development	Yes	Yes
12/06/2021	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/05/2022	Priority Performance Needs and Root Cause Analysis	Yes	Yes
03/31/2022	Prior Year Evaluation	Yes	Yes
05/05/2022	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)
100 Book Challenge	ELL/ELA, economically disadvantaged	ELL/ELA, economically disadvantaged	Yes	Yes	Yes	i-Ready Scores, District Assessment, Student Reading Levels - DA
ARMS tutoring	ELA/ELL, Math, economically disadvantaged	ELA/ELL, Math, economically disadvantaged	Yes	Yes	Yes	i-Ready Scores, District Assessment, Student Reading Levels - DA
Parent Workshops	ELA/ELL, Math, economically disadvantaged	ELA/ELL, Math, economically disadvantaged	Yes	Yes	Yes	i-Ready Scores, District Assessment, Student Reading Levels - DA

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					95% participation was met	.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	.	.
		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	480	Enrollment continues to increase slightly on a yearly basis.
		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%	93% student attendance	Student attendance is down by about 3% from last school year.
		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%	By Grade Level: 43% pre-k 22% kindergarten 22% first grade 10% second grade 16% third grade 3% fourth grade 18% fifth grade 19% sixth grade 11% seventh grade 9% eighth grade	Chronic absenteeism for pre-k is very high however student incentives are in place on half days to help limit absenteeism.
		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%	5.7%	.

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 have been zero incidents this school year.	There has been no change from last 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	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		
		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	3		
		% 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		Number of teachers = 37	

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Free and reduced lunch records	Economically disadvantaged	61% of our school population is economically disadvantaged.	
Real Time Reports	Chronic absenteeism	By Grade Level: 43% pre-k 22% kindergarten 22% first grade 10% second grade 16% third grade 3% fourth grade 18% fifth grade 19% sixth grade 11% seventh grade 9% eighth grade	

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	2-Emerging	We have unpacked the standards into SLOs and have developed units of study that clearly communicate which SLOs will be taught and assessed in each unit.	We have identified the Career Ready Practices appropriate to each unit. We will continue to develop clear, specific SLOs for our grade level/content based on these skills.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	2-Emerging		
Assessment	1	A	4-Sustaining	We have developed common summative assessments for all units of study. We collaboratively analyze student summative data to determine student mastery, to plan next steps in instruction, and to reflect on and revise unit instruction and/or assessments.	We use formative assessments to determine student progress in meeting SLOs.
	2	A	3-Developing		
	3	A	2-Emerging		
Professional Learning Community (PLC)	1	A	3-Developing	We are organized into collaborative teams that work interdependently on goals directed related to student learning and/or the development of a climate and culture conducive to learning.	We have developed team norms. We will continue to develop and review these team 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	Leadership is shared. Every professional shares responsibility and accountability for student learning. There are numerous opportunities for teachers to demonstrate leadership. Practices and processes that drive higher levels of student learning can be sustained over time because they are not dependent upon a single or small group of leaders.	We collect data related to school climate and analyze the data collaboratively to drive yearly school climate plan development. We will continue to collect and analyze data, in order to improve our school climate.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	4-Sustaining		
	5	A	3-Developing		
	6	A	2-Emerging		
	7	A	2-Emerging		
	8	A	3-Developing		
	9	A	4-Sustaining		
	10	A	3-Developing		
	11	A	4-Sustaining		
	12	A	2-Emerging		
	13	A	3-Developing		
	14	A	2-Emerging		
Teacher and Principal Effectiveness	1	A	4-Sustaining	All teachers and leaders have received sufficient training in the evaluation frameworks. Student growth objectives (SGOs) are directly connected to SLOs and thus provide meaningful data on areas of student growth and drive ongoing revision of instruction and assessment. Multiple measures of student growth are utilized in the evaluation process. Meaningful feedback is provided after all informal and formal observations.	We will continue to train our teachers in the evaluation framework.

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	Identify the top 10% of students as Gifted and Talented.	New Jersey State gifted and talented laws have changed which have required our school to updated the identification process of gifted and talented students.	Gifted and Talented Population	1	Administer COGAT test to students in Grades K-8.
				2	Select teachers and staff to participate in the Gifted and Talented committee at PG Vroom School.
				3	Analyze the data from the COGAT test to help identify the top 10% students as Gifted and Talented.
Climate and Culture, including Social and Emotional Learning	By June 2023, 100% of students will be able to define and identify bullying behaviors within the school and classroom.	To help improve our school climate, it is important for students to be able to correctly identify bullying behaviors.	All students.	1	Grade level lessons led by the guidance counselor and our student mental health counselor.
				2	Teacher led activities through our SEL program, Second Step.
				3	Assessment to define and identify bullying behaviors across all grade levels.
Assessment/Data Analysis	By June 2023, our goal is to reduce chronic overall absence by 2%.	Family circumstances, preference to working virtually, students struggling academically, mental and emotional health.	Students identified as being chronically absent.	1	Reach out frequently to chronically absent students and families to ensure students come to school.
				2	Attendance incentives and reward program.
				3	Working closely with truant officer to help eliminate chronic absenteeism.

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?)	
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

10% of students from grades K-8 will be categorized as Gifted and Talented

Priority Performance   Identify the top 10% of students as Gifted and Talented.

Strategy 1:   Administer COGAT test to students in Grades K-8.

Strategy 2:   Select teachers and staff to participate in the Gifted and Talented committee at PG Vroom School.

Strategy 3:   Analyze the data from the COGAT test to help identify the top 10% students as Gifted and Talented.

Target Population: Gifted and Talented Population

Interim Goals
SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Selected teachers/ educators to be part of the Gifted and Talented Committee at P.G. Vroom School	Committee assembled
Feb 15	Monthly meetings with a committee to discuss the curriculum and implementation of the Gifted and Talented Program	Agendas and minutes from meetings
Apr 15:	Continue to collaborate with various teachers in the building to receive feedback Conduct formal and informal observations to ensure the implementation of the program. (ex. Walkthroughs, Lesson Plan Checks)	PLC meetings, Observations
Jul 1	10% of students from grades K-8 will be categorized as Gifted and Talented	COGAT results, finally tally of G&T students

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	95% of student population present in order to administer COGAT test to all students in grades K-8	10/25/22	2/24/23	

< SMART Goal 1 - Budget Items: NO DATA >

SMART Goal 2

By June 2023, 100% of students will be able to define and identify bullying behaviors within the school and classroom.

Priority Performance   By June 2023, 100% of students will be able to define and identify bullying behaviors within the school and classroom.

Strategy 1:   Grade level lessons led by the guidance counselor and our student mental health counselor.

Strategy 2:   Teacher led activities through our SEL program, Second Step.

Strategy 3:   Assessment to define and identify bullying behaviors across all grade levels.

Target Population: All students.

Interim Goals
SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Grade level lessons led by our guidance counselor or student mental health counselor, on the topic of bullying behavior.	Lessons identified in lesson plan book
Feb 15	Teacher-led activities through our SEL program, Second Step.	Lessons identified in lesson plan book, lessons observed during principal walk throughs or observations.
Apr 15:	Pre-Assessment to define bullying behavior knowledge.	School-created pre-assessment.
Jul 1	By June 2023, 100% of students will be able to define and identify bullying behaviors within the school and classroom.	Assessment to define and identify bullying behaviors across grade levels.

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Teachers will lead monthly activities using the Second Step program.	9/6/22	6/21/23	
1	3	Though lessons, students will learn what bullying behaviors are and how to identify them.	9/6/22	6/20/23	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Second Step Program	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$4,300	Other Federal
2	Second Step	SUPPORT SERVICES - Other Purchased Services / 200-500	$4,300	Other Federal

SMART Goal 3

By June 2023, our goal is to reduce overall chronic absence by 2%.

Priority Performance   By June 2023, our goal is to reduce chronic overall absence by 2%.

Strategy 1:   Reach out frequently to chronically absent students and families to ensure students come to school.

Strategy 2:   Attendance incentives and reward program.

Strategy 3:   Working closely with truant officer to help eliminate chronic absenteeism.

Target Population: Students identified as being chronically absent.

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 absent	Messages, Class Dojo data, phone logs
Feb 15	Reward system set up for students to improve attendance	Log sheet
Apr 15:	Discuss attendance at parent workshops, PTA meeting, etc	Copy of agenda
Jul 1	By June 2023, our goal is to reduce overall chronic absence by 2%.	School records - attendance rates

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Attendance rewards - certificate, snack, party, etc.	9/13/22	6/20/23	
1	3	Work with the truant officer to look into why students are absent and how we can get these kids to attend school	9/13/22	6/20/23	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Attendance Committee Salaries	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$1,200	State/Local

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15:		
Jul 1		

< 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	$101,919.00	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	$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	$0	$0	$0	$0	$0
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$1,200	$0	$0	$0	$0	$0	$0	$0	$1,200
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	$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	$4,300	$0	$0	$4,300
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		$1,200	$0	$0	$0	$0	$8,600	$0	$0	$9,800
FACILITIES	Buildings	400-720	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Instructional Equipment	400-731	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Noninstructional Equipment	400-732	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Schoolwide Blended	520-930	$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			$1,200	$0	$0	$0	$0	$8,600	$0	$0	$9,800

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	$0	$0	$0
Other Title 1 Expenditures	$0	$117,803	$0	$117,803
Total	$0	$117,803	$0	$117,803

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
		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: Vroom School Principal

Date: 06/08/2022

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