

## Washington Community School #9

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220120

# 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	George Becker	Yes	Yes	Yes		
Assistant Principal	Lisa Wasielewski	Yes	Yes	Yes		
Teacher	Matthew Ruttler	Yes	Yes	Yes		
Teacher	Alissa Serpe	Yes	Yes	Yes		
Counselor	Mary Doolan	Yes	Yes	Yes		
Parent	Kerryellen Fisher	Yes	No	No		
Community Member	Joseph Fisher	Yes	No	No		
Title I Interventionist	Neal Kiniery	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Paraprofessional	Mary Jane Palmisano	Yes	No	No		

## ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
03/24/2021	Prior Year Evaluation	Yes	Yes
03/31/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/14/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/21/2021	Smart Goal Development	Yes	Yes
04/28/2021	Smart Goal Development	Yes	Yes
05/12/2021	Smart Goal Development	Yes	Yes

## Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
i-Ready	ELA	Students K-2	Yes	Yes	Yes	i-Ready report shows majority of students on or above grade level. Having the ability to diagnose and access prescribed instructional strategies/activities for individual and groups of students is so helpful when trying to strengthen specific weaknesses.
Foundations	ELA	Students K-2	Yes	Yes	Yes	i-Ready report shows 16% of students moved to tier 1 from tiers 2 and 3
New math program	Math	All students	Yes	Yes	No	Math course averages show proficiency in mean and median grades
i-Ready	Math	Students K-2	Yes	Yes	Yes	i-Ready report shows majority of students on or above grade level. Having the ability to diagnose and access prescribed instructional strategies/activities for individual and groups of students is so helpful when trying to strengthen specific weaknesses.



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. <a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports.	Student Group	ELA	Math	Alg1	Alg2	Geo	See benchmark assessment data below.	20-21 benchmark assessments indicate proficiency rates higher than what was demonstrated on the 18-19 NJSLA.
		Schoolwide	56.1 %	48%	*				
		White	55.1 %	49.4%	*				
		Hispanic	58.8 %	44.3%					
		Black or African American	42.9 %	25.7%					
		Asian, Native Hawaiian, or Pacific Islander	69.2 %	74.4%					
		American Indian or Alaska Native	*	*					
		Two or More Races	*	*					
		Female	62.8 %	47.5%	*				
		Male	49.5 %	48.4%	*				
		Economically Disadvantaged Students	51.5 %	46.5%					
		Non-Economically Disadvantaged Students	61.5 %	49.7%	*				
		Students with Disabilities	*	10.9%					
		Students without Disabilities	*	53.3%	*				
		English Learners	23.5 %	35.3%					
		Non-English Learners	57.7 %	48.6%	*				
		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, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>	NJSLA-S				% Proficient on Science Benchmark Assessment  Grade 5 80% Grade 8 71%	Benchmark assessments scores are significantly higher than NJSLA-S scores.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	12%	10%			
		White	13%	19%			
		Hispanic	11%	0%			
		Black or African					
		Asian, Native					
		American Indian or		*			
		Two or More Races	*				
		Female	10%	14%			
		Male	12%	6%			
		Economical ly	9%	6%			
		Non-Economical	14%	14%			
		Students with					



Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without					
		English Learners	*				
		Non-English	12%				
		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	N/A	N/A
		Schoolwide	54.5%	46%		
		White	48%	48%		
		Hispanic	58.5%	46%		
		Black or African American	56%	30%		
		Asian, Native Hawaiian, or Pacific	69.5%	44.5%		
		American Indian or Alaska Native	*	*		
		Two or More Races	*	*		
		Female	58%	51%		
		Male	49%	40.5%		
		Economically Disadvantaged	56%	53%		
		Non-Economically Disadvantaged				
		Students with Disabilities	52%	35%		
		Students without Disabilities				

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	33.5%	48%		
		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					ELA Cycle 1 - grade 8 Cycle 2 - grades K, 4, 6 Cycle 3 - grade K, 2, 4, 5, 6  Math Cycle 1 - grades 5, 6, 8 Cycle 2 - grades K, 6, 7, 8 Cycle 3 - grades K, 1, 2, 6, 7, 8	Participation rates overall seemed to have decreased from cycle to cycle. There do not seem to be any significant patterns by subgroup or grade. Grade 3 is the only grade level that met the participation rate for every cycle in both subjects. Virtual learning "burn out" may have contributed to the decline in participation.
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	90%	87%	87%		
		1	98%	97%	97%	97%		
		2	100%	100%	94%	94%		
		3	98%	97%	97%	98%		
		4	96%	92%	92%	93%		
		5	96%	98%	93%	94%		
		6	98%	89%	74%	52%		
		7	96%	96%	100%	100%		
		8	94%	98%	77%	81%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	87%	84%	84%		
		1	98%	98%	93%	93%		
		2	100%	97%	94%	94%		
		3	100%	95%	97%	94%		
		4	100%	100%	100%	100%		
		5	91%	100%	100%	100%		
		6	84%	71%	89%	88%		
		7	96%	91%	73%	77%		
		8	93%	84%	89%	85%		
		9	100%	100%	100%	100%		

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	% Passing YTD Averages K - 87% 1 - 62% 2 - 50% 3 - 66% 4 - 55% 5 - 55% 6 - 51% 7 - 39% 8 - 56%	Proficiency rates increase from cycle 1 to cycle 3 in all but one grade level. Students in subgroups - English Learners and Students with Disabilities, chronically absent students or students who exhibited negative conduct, had lower proficiency rates.
		K	82%	91%	89%	89%		
		1	52%	61%	73%	73%		
		2	44%	53%	54%	54%		
		3	73%	59%	67%	69%		
		4	55%	38%	71%	73%		
		5	60%	30%	74%	76%		
		6	43%	47%	62%	38%		
		7	16%	18%	82%	85%		
		8	45%	38%	85%	88%		
		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	% Passing YTD Averages K - 81% 1 - 58% 2 - 31% 3 - 60% 4 - 64% 5 - 74% 6 - 68% 7 - 19% 8 - 21%	Proficiency rates increase from cycle 1 to cycle 3 in 5 out of 9 grade levels. Students in subgroups - English Learners and Students with Disabilities, chronically absent students or students who exhibited negative conduct, had lower proficiency rates.
		K	72%	83%	87%	87%		
		1	48%	59%	68%	68%		
		2	22%	29%	41%	41%		
		3	18%	76%	86%	76%		
		4	74%	46%	73%	69%		
		5	86%	73%	64%	66%		
		6	76%	72%	57%	61%		
		7	35%	10%	12%	22%		
		8	17%	27%	20%	24%		
		9	100%	100%	100%	100%		
		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%	N/A	N/A

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	669	YTD Enrollment Average 668  Subgroup (ELLs) 21 Subgroup (Students with Disabilities) 195	The overall student enrollment gradually increased each month from 661 to 672. This is largely in part due to students being classified throughout the district and placed in our special education program.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	97.16%	K - 97.89% 1 - 95.66% 2 - 95.64% 3 - 97.00% 4 - 96.89% 5 - 97.27% 6 - 96.56% 7 - 95.27% 8 - 95.47%	There do not seem to be any patterns by grade or teacher. Interventions include: Raising awareness in the beginning of the year through information distribution to families regarding the significance of attending school regularly; Incentives and acknowledgement for favorable attendance; Daily phone call goes out to parents alerting them that their child/ren is absent; Phone calls, emails and letters to parents regarding attendance issues; Attendance hearings; Involvement of attendance officers, which can include house visits
		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	7.31%	# of students chronically absent K - 3 1 - 7 2 - 9 3 - 3 4 - 5 5 - 1 6 - 4 7 - 9 8 - 5	Although no significant patterns by grade or teacher, 65% of chronically absent students are identified as students with disabilities. This percentage is high given that only 29% of the total student population falls into this subgroup.
		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	98.59%	0% of teachers were considered chronically absent.	There aren't any patterns by grade.
				"Sick" was the most common reason for absenteeism.	

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%	One student was suspended out of school due to inappropriate behavior on a live virtual meeting after several warnings. The student's behavior violated the district's device/Internet Acceptable Use Policy.	This suspension occurred during remote learning, thus it was a unique "out of school suspension."
		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	0.10%		
		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	N/A
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT			N/A	N/A
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	3	7 students are enrolled in Algebra 1.	N/A
		% of students with a C or better		100% of students received 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	Evaluation framework	Danielson	The element that received the most "Highly Effective" ratings among the entire staff was 3c: Engaging Students in Learning/Activities and Assignments. Two areas that received the lowest number of "Highly Effective" ratings were 3a: Communicating with Students/Use of Oral and Written Vocabulary and 3e: Demonstrating Flexibility and Responsiveness/Persistence. These two areas would be considerations for professional development.	Due to remote learning, teachers were evaluating through the use of portfolios of practice as opposed to traditional observations. Some teachers and evaluators reported challenges with this format, as it was sometimes difficult to distinguish between the quality of the instruction vs. the quality of the portfolio.
		Observation Waiver?	Yes		
		# Teachers to Evaluate	61		
		# Non-tenure teachers (years 1 & 2)	7		
		# Non-tenure teachers (years 3 & 4)	5		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	97		
		# Completed	97		
		# Highly Effective	7		
		# Effective	90		

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
Parent and family engagement	Home language other than English; Lack of understanding of or access to Internet/technology	Students whose parents have limited English and/or technology difficulties struggled more during remote learning.	N/A
Professional capacity	Remote teaching was new to all staff	All teachers participated in Schoology training.	N/A

## Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	Our PLC teams regularly address a set of guiding questions. Answers to the questions are reflected in our curriculum units of study. We consistently implement, revise, and reflect on SLOs as we deliver our units of study. We assess students to determine their progress in meeting those SLOs and use the data to drive changes in instruction and unit design. We have aligned all components of our units of study. We consistently use student data results to reflect on and revise all components to ensure tight alignment.	We will more routinely analyze available data to inform instruction. College and career ready practices will be infused.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		
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.	A strong emphasis will be placed on using data to form flexible groups and develop differentiated learning opportunities. Students will be provided appropriate targeted interventions. We will reassess to determine success of interventions. Successful differentiated activities and intervention strategies will be embedded in units of study.
	2	A	3-Developing		
	3	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A	4-Sustaining	We are organized into collaborative teams that focus their work on SMART goals directly related to student learning and/or the development of a climate and culture conducive to learning. The results of on-going analysis of assessment data drive the work of our collaborative teams in achieving those goals. We are provided common planning time at least three times a week for collaborative job-embedded professional learning. We also utilize available after-school meeting time and in-service days. Time is also provided within the school day to meet and/or observe colleagues as needed.	We will periodically assess team adherence to the norms and consistently address violations of the norms to ensure that we are focused on student learning in an efficient and productive manner. We will develop the understanding that conflict can be productive if handled openly and resolved with a focus on what is best for student learning.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	<p>Our objective will be to revise our school mission based on recent experiences and new understandings. A School Climate Plan will be developed and monitored. A strong focus will be on the faithful implementation of our new SEL curriculum. Efforts will be made to empower students and encourage their involvement in extra curricular activities. Students will be guided to assume ownership of their education, which will include setting their own learning goals, and engaging in peer and self assessment. An emphasis will be placed on discipline as a learning tool.</p>
	2	A	3-Developing	
	3	A	3-Developing	
	4	A	4-Sustaining	
	5	A	3-Developing	
	6	A	3-Developing	
	7	A	3-Developing	
	8	A	3-Developing	
	9	A	4-Sustaining	
	10	A	3-Developing	
	11	A	4-Sustaining	
	12	A	3-Developing	
	13	A	3-Developing	
	14	A	3-Developing	
			<p>We have established clear expectations for student behavior that are part of a larger plan to address students' pro-social skills and character development. Teachers have collaboratively established consistent and grade-appropriate classroom rules that are aligned to school rules. The school has a physical environment that is conducive to learning. Student work is displayed and there is an inviting feeling when parents and community members enter. School plans have been developed in collaboration with local police and clearly communicated to all staff. These plans are reviewed regularly and adjusted based on drill outcomes or other data. Parents and community members are aware that the school has plans and that they are consistently revised and updated to ensure the protection of all students. The local police have a positive relationship with students and staff and they participate in school community activities. Adult relationships are collegial. We have the structures in place that allow professionals to regularly exchange craft knowledge. There is an agreed expectation that we treat each other with mutual respect. 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.</p>	

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A	3-Developing	Research based evaluation tools are used to measure teacher and administrator effectiveness.	Meaningful feedback will be provided, particularly with regard to our school goals and objectives.

## 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	In the 20-21 school year, 50% of students in grade K-2 were reading on or above grade level.	Remote learning hindered the ability to deliver the explicit phonics and differentiated reading instruction necessary to develop and strengthen the skills needed to read on or above grade level. With students home, many did not have access to appropriate books and other reading materials. Without individualized in-person reading assessment data, identifying and addressing specific reading deficiencies was difficult.	Students in grades K-2	1	Daily Foundations phonics instruction
				2	Differentiated guided reading instruction
				3	Administer DRA three times throughout the school year
Effective Instruction	IXL mathematics data indicates that 35% of students in grades 3-8 have achieved an on or above grade level proficiency status.	Weak fact fluency and reading skills make it difficult for students to successfully work through complex multi-step word problems. Remote instruction exacerbated this problem, as overall participation in IXL and support programs such as ARMS and extra help sessions was low, and many students struggled with virtual learning. Assessing fact fluency was challenging due to student calculator use.	Students in grades 3-8	1	Incorporate manipulatives/pictures when applicable to support conceptual understanding and the transition from concrete to abstract
				2	Differentiated small group instruction
				3	Utilize IXL for diagnostics and prescribed content/skill practice



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	SEL is helpful to both children and adults, increasing self-awareness, academic achievement and positive behaviors both in and out of the classroom. Research suggests that students who participate in SEL programs see an increase in their overall grades and attendance. Teachers and parents have reported student struggles with their emotions and socialization during the 20-21 school year.	The pandemic has certainly contributed to stress and anxiety for many families. Isolation, health concerns, traumatic loss (in a variety of forms) and adjusting to remote learning are factors that have likely led to social and emotional struggles for our students.	Students in grades K-8	1	Establish SEL teacher leaders
				2	Create a schedule to allow SEL lead teachers to effectively support their colleagues in the implementation of the Second Step program
				3	Provide common planning/reflection time for teachers to collaborate and support program implementation
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

## SMART Goal 1

By June 2022, at least 60% of students in grades K-2 will be reading on or above grade level.

Priority Performance In the 20-21 school year, 50% of students in grade K-2 were reading on or above grade level.

Strategy 1: Daily Foundations phonics instruction

Strategy 2: Differentiated guided reading instruction

Strategy 3: Administer DRA three times throughout the school year

Target Population: Students in grades K-2

### Interim Goals

#### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Administer DRA 1; Use DRA data in conjunction with other measures to obtain a baseline to create flexible leveled reading groups; 52% of students will be reading on or above grade level	DRA score reports; Multiple measures and initial tiers (indicated in SGOs)
Feb 15	Administer DRA 2; Adjust groups if needed; 54% of students will be reading on or above grade level	DRA score reports; Adjusted group lists if necessary
Apr 15	Administer DRA 3; Adjust groups if needed; 56% of students will be reading on or above grade level	DRA score reports; Adjusted group lists if necessary
Jul 1	By June 2022, at least 60% of students in grades K-2 will be reading on or above grade level.	Data collected from DRA reports

## Action Steps

### SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Administer the DRA to all students in grades K-2 in the fall, winter and spring; Cross reference data with i-Ready and RAZ Kids for accuracy	9/8/21	6/17/22	
1	1	Continue to implement all components of the Foundations program as outlined by the pacing guides for each grade level	9/8/21	6/17/22	
1	2	Use multiple measures and baseline assessment data to create leveled reading groups; Reassess and adjust groups as needed	9/8/21	6/17/22	

---

< SMART Goal 1 - Budget Items: NO DATA >

---

## SMART Goal 2

By June 2022, at least 50% of students in grades 3-8 will achieve an on or above grade level IXL proficiency status.

Priority Performance IXL mathematics data indicates that 35% of students in grades 3-8 have achieved an on or above grade level proficiency status.

Strategy 1: Incorporate manipulatives/pictures when applicable to support conceptual understanding and the transition from concrete to abstract

Strategy 2: Differentiated small group instruction

Strategy 3: Utilize IXL for diagnostics and prescribed content/skill practice

Target Population: Students in grades 3-8

### Interim Goals

#### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Administer IXL diagnostic 1; Use IXL data in conjunction with other measures to obtain a baseline and create flexible differentiated math groups	IXL score reports; Multiple measures and initial tiers (indicated in SGOs)
Feb 15	Administer IXL diagnostic 2; Adjust groups if needed; Meet the recommended IXL goal of 30 questions answered per week; At least 40% of students will be performing on or above grade level	IXL score reports; Adjusted group lists if necessary
Apr 15	Administer IXL diagnostic 3; Adjust groups if needed; Meet the recommended IXL goal of 60 questions answered per week; At least 45% of students will be performing on or above grade level	IXL score reports; Adjusted group lists if necessary
Jul 1	By June 2022, at least 50% of students in grades 3-8 will achieve an on or above grade level IXL proficiency status.	Results of final IXL diagnostic which will provide most current proficiency status

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Use multiple measures to obtain baseline data to create flexible differentiated math groups	9/8/21	10/29/21	
1	3	Assign IXL practice; Administer IXL diagnostic #1	9/8/21	11/12/21	
1	1	Provide students with manipulative kits	9/8/21	9/30/21	
2	3	Assign IXL practice; Administer IXL diagnostic #2	11/15/21	2/11/22	
2	1	Make use of pictures during instruction and encourage students to draw pictures to represent the abstract	9/8/21	6/17/22	
3	3	Assign IXL practice; Administer IXL diagnostic #3	2/14/22	4/15/22	

---

< SMART Goal 2 - Budget Items: NO DATA >

---

## SMART Goal 3

By June 2022, all teachers of grades K-8 will have completed all the required instructional components of the Second Step SEL program.

**Priority Performance** SEL is helpful to both children and adults, increasing self-awareness, academic achievement and positive behaviors both in and out of the classroom. Research suggests that students who participate in SEL programs see an increase in their overall grades and attendance. Teachers and parents have reported student struggles with their emotions and socialization during the 20-21 school year.

**Strategy 1:** Establish SEL teacher leaders

**Strategy 2:** Create a schedule to allow SEL lead teachers to effectively support their colleagues in the implementation of the Second Step program

**Strategy 3:** Provide common planning/reflection time for teachers to collaborate and support program implementation

**Target Population:** Students in grades K-8

### Interim Goals

#### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Instruction will be aligned with the program pacing guide; Monthly themes 1 and 2 will be complete	Lesson Plans; Observations; Teacher feedback
Feb 15	Instruction will be aligned with the program pacing guide; Monthly theme 3 and 4 will be complete	Lesson Plans; Observations; Teacher feedback
Apr 15	Instruction will be aligned with the program pacing guide; Monthly themes 5 and 6 will be complete	Lesson Plans; Observations; Teacher feedback
Jul 1	By June 2022, all teachers of grades K-8 will have completed all the required instructional components of the Second Step SEL program.	Lesson Plans; Observations; Teacher feedback; PLC Summary Forms

## Action Steps

### SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Hold staff orientation meeting 1	9/7/21	9/30/21	
1	3	Create master schedule that includes common preps and a designated block of time for weekly SEL program implementation	7/1/21	9/10/21	
1	1	Identify and train SEL teacher leaders	7/1/21	8/31/21	
2	2	Collect schedules from SEL teacher leaders, documenting their support to colleagues	9/30/21	4/29/22	
3	2	Hold Kick-Off Staff Meeting: "Friendship Skills Every Day and Assembly: Friendship Skills"	3/1/22	3/31/22	

## Budget Items

### SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SEL CURRICULUM	INSTRUCTION - Personnel Services - Salaries / 100-100	\$8,000	ESSER/ESSER II/ARP
2	SEL SALARIES	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,000	ESSER/ESSER II/ARP

## 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 INSTRUCTIONAL SALARIES	9/1/21	6/30/22	BUILDING	INSTRUCTION - Personnel Services - Salaries / 100- 100	\$223,630.00	Federal Title I (School
TITLE 1 INSTRUCTIONAL SUPPLIES	9/1/21	6/30/22	BUILDING	INSTRUCTION - Supplies & Materials / 100- 600	\$18,115.00	Federal Title I (School
TITLE 1 NON INSTRUCTIONAL SUPPLIES	9/1/21	6/30/22	BUILDING	SUPPORT SERVICES - Supplies & Materials / 200- 600	\$8,320.00	Federal Title I (School

Budget Summary

< NO DATA >

Overview of Total Title 1 Expenditures

< NO DATA >

## 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: George Becker

Title: Principal

Date: 07/19/2021

## 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.
--	---

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