Washington Community School #9

District: BAYONNE CITY   School Identification: NA

County: HUDSON   Targeted Subgroup

Team: NA   CDS: 170220120

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	George Becker	Yes	Yes	Yes		
Assistant Principal	Lisa Wasielewski	Yes	Yes	Yes		
Penny Santangelo	Counselor	Yes	Yes	Yes		
Alissa Serpe	General Education	Yes	Yes	Yes		
Matthew Ruttler	Special Education Teacher	Yes	Yes	Yes		
Sandy Wojciechowski	Title I Interventionist	Yes	Yes	Yes		
Michele Giampaglia	Paraprofessional	Yes	No	No		
Janice DeFilippis	Secretary	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Neveen Saeed	Parent	Yes	No	No		
Juliette Johnston	Community Member	Yes	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/16/2022	Prior Year Evaluation	Yes	Yes
05/19/2022	Prior Year Evaluation	Yes	Yes
05/23/2022	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/26/2022	Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/03/2022	Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/07/2022	Smart Goal Development	Yes	Yes
06/09/2022	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)
i-Ready	ELA	Students K-2	Yes	Yes	Yes	The median percent progress toward typical growth for our K-2 students is 88%.
i-Ready	Math	Students K-2	Yes	Yes	Yes	The median percent progress toward typical growth for our K-2 students is 85%.

	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					ELA Cycle 1: grades 5, 7, 8 Cycle 2: grades 1, 7 Cycle 3: grade 5	Grade 7 failed to meet the 95% participation rate on three occasions.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		Of the grade 7 students who did not participate in one or more of the benchmark assessments, 69% are chronically absent.
		K	98%	97%	100%	100%	MATH Cycle 1: grades 4, 7, 8 Cycle 2: grades 1, 4 Cycle 3: grade 6	
		1	100%	92%	100%	100%		Participation rates increased in cycle 4.
		2	97%	98%	100%	100%		
		3	100%	97%	95%	98%		
		4	95%	97%	98%	100%		
		5	88%	100%	94%	100%		
		6	98%	100%	98%	100%		
		7	80%	94%	98%	100%		
		8	94%	100%	100%	100%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4	
		12	0%	0%	0%	0%	
		Math					
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	
		K	98%	97%	100%	100%	
		1	100%	92%	100%	100%	
		2	97%	98%	100%	100%	
		3	100%	100%	96%	98%	
		4	90%	86%	100%	97%	
		5	100%	100%	100%	100%	
		6	100%	100%	80%	100%	
		7	88%	100%	100%	100%	
		8	92%	100%	98%	100%	
		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	See table on the left.	Grades that demonstrated steady growth in ELA: K, 1, 2, 4, 6
		K	21%	49%	49%	62%		
		1	22%	35%	35%	45%		Grades that were inconsistent in ELA: 3, 5, 7, 8
		2	17%	48%	48%	58%		
		3	57%	70%	77%	63%		Subgroups: Students w/ Disabilities - 21% pass rate compared to 52% for general education students
		4	17%	31%	35%	43%		
		5	40%	67%	40%	56%		
		6	36%	45%	75%	82%		Chronic Absenteeism: Chronically absent students had a lower pass rate.
		7	80%	81%	88%	56%		
		8	80%	56%	83%	75%		
		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	See table on the left.	Grades that demonstrated steady growth in Math: K, 1, 2, 3
		K	22%	40%	40%	43%		Grades that were inconsistent or stagnant in Math: 4, 5, 6, 7, 8
		1	7%	25%	25%	29%		
		2	5%	16%	16%	23%		Subgroups: Students w/ Disabilities - 7% pass rate compared to 27% for general education students.
		3	41%	66%	72%	89%		
		4	65%	54%	84%	88%		
		5	73%	71%	96%	96%		
		6	37%	33%	64%	41%		Chronic Absenteeism: Chronically absent students had a lower pass rate.
		7	100%	100%	100%	100%		
		8	100%	100%	93%	100%		
		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	627	Enrollment at the start of the school year was 605. That was the lowest point. By early October, enrollment had increased to 633 and then remained steady, fluctuating by by a few from month to month. Black/African American Student enrollment average is 75. Students with Disabilities enrollment average is 175.	No enrollment trends have been identified based on grade or subgroup.
		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	93.09%	Attendance by Grade: K - 91.24% 1 - 92.7% 2 - 93.15% 3 - 93.19% 4 - 92.88% 5 - 94.67% 6 - 94.5% 7 - 93.75% 8 - 92.78% Attendance by Subgroup: Black/African American- 92.35% Students w/ Disabilities- 92.14%	The overall student attendance average is lower than what has been typical for Washington Community School in years past. This may be due to residual effects of the Covid-19 pandemic and protocols. Kindergarten has the lowest attendance rate. There are no significant patterns by grade or teacher. The attendance average for our subgroups is lower than the total student average. Interventions include contacting households when students are absent. The attendance office is contacted when absences become prolonged, frequent or without explanation. Attendance officers communicate with families and visit homes. Encouraging students to come to school is always a priority. We do so by incorporating fun and
		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
				engaging events and activities to motivate and entice students to attend school. Recognition programs are in place for perfect and improved student attendance.

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	21.75%	Chronic Absenteeism by Grade: K - 25.40% 1 - 22.59% 2 - 20.00% 3 - 20.39% 4 - 17.07% 5 - 13.79% 6 - 11.11% 7 - 15.07% 8 - 24.29% Chronic Absenteeism by Subgroup: Black/African American - 15% Students w/ Disabilities - 35%	Aside from grade 8, the rates are highest in grade K-3 which may be due to more frequent illness or the reliance upon parents/guardians to get students to school. There are no patterns by teacher. In addition to the interventions listed above, students who are chronically absent may be referred to the I&RS team through which an action plan is developed. The district may bring the parents/guardians of chronically absent students to court, where, if found guilty, they can be fined. Counseling is provided to chronically absent students to help identify the underlying reasons for their poor attendance.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	94.14%	N/A	There are no patterns identified by grade. Staff chronic absenteeism has been due to medical and family leaves.

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%	# of OOS Suspensions - 8 Assault - 2 Fighting - 3 Verbal Threat - 1 Vaping - 1 Conduct Unbecoming - 1 Total # of Offenders - 6 # of Offenders by Subgroup: Black/African American - 3 Students with Disabilities - 5	Students in subgroups have contributed to the majority of incidents.
		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	0.27%		

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	8		
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson	N/A	As a whole, the instructional staff is doing well with the quality of questions and discussion techniques. Facilitating meaningful face to face conversations has been of the upmost importance this year. Professional development needs include differentiating instruction to accommodate varying student abilities and interests and satisfying the need for remediation and enrichment.
		Observation Waiver?	Yes		
		# Teachers to Evaluate	59		
		# Non-tenure teachers (years 1 & 2)	5		
		# Non-tenure teachers (years 3 & 4)	5		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	19		
		Observations	Total		
		# Scheduled	166		
		# Completed	166		
		# Highly Effective	38		
		# Effective	128		

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
Professional Capacity	Additional instructional staff would allow us to better meet students' needs, as many need to "catch up" after a remote school year. Furthermore, teachers would benefit from multi-sensory reading instruction training.	We could benefit from reading and math coaches in our building as well as additional basic skills interventionists to work directly with students.	The district is in the process of hiring instructional coaches and is offering opportunities for teachers to pursue the multi-sensory reading specialist certification.
Parent and Family Engagement	Home language other than English; Lack of understanding of or access to Internet/technology; Negative attitude toward school	Students whose families are unwilling or unable to assist/support them often struggle socially and/or academically.	The district disseminates information in Arabic and Spanish in addition to English. Title I Parent workshops are offered throughout the school year. Programs, such as 100 Book Challenge, ARMS and Summer Blast, are offered to provide students with support beyond the school day.

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	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 plan to share and model instructional strategies/models/activities and resources that contribute to successful student outcomes based on the ongoing collaborative analysis of formative and summative assessment data.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	3-Developing	Assessment strategies and data use are continually evaluated and adjusted as needed.	We plan to utilize universal screeners and develop common formative assessments.
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	Common planning time is provided frequently 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 focus on evaluating the effectiveness of our collaborations.
	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	3-Developing	Adult relationships are collegial. We have the structures in place that allow professional 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. We collect both formative and summative data related to school climate. We analyze the data throughout the year to drive school climate plan development, reflection and revision.	We will work with our School Climate Team to address any weaknesses discovered in climate surveys.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	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	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	Research-based evaluation frameworks are utilized to evaluate teachers and principals.	We will focus on specific and actionable feedback.

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	District assessment data shows that 38% of 4th and 5th grade students achieved proficiency compared to 81% of students in grades 3, 6, 7 & 8.	Students are still "catching up" and acclimating to the in- person full instructional day. Covid protocols, such as masks, plexi-glass, distancing and quarantine procedures inhibited and interrupted fluid interactive instruction. Our current 4th and 5th grade students had interrupted 2nd and 3rd grade years, which has impacted their foundational skills.	Students in grade 4-5.	1	IXL
				2	DIBELS 8
				3	LinkIt!
Effective Instruction	32% of our students in grades K-2 performed on or above grade level as indicated on the final iReady Mathematics Diagnostic.	Students are still "catching up" and acclimating to the in- person full instructional day. Covid protocols, such as masks, plexi-glass, distancing and quarantine procedures inhibited and interrupted fluid interactive instruction. Our current K-2 students have had limited educational experience.	Students in K-2	1	IXL
				2	ST Math
				3	LinkIt!
Climate and Culture, including Social and Emotional Learning	75% of HIB investigations were unfounded.	Students are struggling with social emotional issues. They are having difficulty getting along and demonstrating respect for one another. Peer conflict is being misinterpreted as bullying.	Students in grades 6-8	1	Second Step
				2	
				3	
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

By June 2023, at least 45% of students in grades 4 and 5 will demonstrate ELA proficiency (70%+).

Priority Performance	District assessment data shows that 38% of 4th and 5th grade students achieved proficiency compared to 81% of students in grades 3, 6, 7 & 8.
Strategy 1:	IXL
Strategy 2:	DIBELS 8
Strategy 3:	LinkIt!
Target Population:	Students in grade 4-5.

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2022, at least 30% of students in grades 4 and 5 will demonstrate ELA proficiency (70%+).	DA1 scores
Feb 15	By February 2023, at least 35% of students in grades 4 and 5 will demonstrate ELA proficiency (70%+).	DA2 scores
Apr 15:	By April 2023, at least 40% of students in grades 4 and 5 will demonstrate ELA proficiency (70%+).	DA3 scores
Jul 1	By June 2023, at least 45% of students in grades 4 and 5 will demonstrate ELA proficiency (70%+).	DA4 scores

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Regularly utilize LinkIt! to access data that will drive instruction.	9/7/22	6/30/23	
1	2	Arrange for teacher training on the DIBELS 8 administration.	9/12/22	10/31/22	
1	1	Complete initial IXL diagnostic.	9/7/22	9/30/22	
2	1	Assign IXL skill practice and subsequent diagnostics; monitor progress.	9/30/22	6/30/23	
2	2	Administer DIBELS 8 to students.	11/1/22	11/30/22	
3	2	Administer follow-up DIBELS 8 as needed.	12/1/22	6/30/23	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	IXL licenses	INSTRUCTION - Other Purchased Services / 100-500	$5,273	ESSER/ESSER II/ARP
2	Materials to support the administration of DIBLES 8 (paper, clipboards, timers, etc.)	INSTRUCTION - Supplies & Materials / 100-600	$1,000	State/Local
1	LinkIt! cost	SUPPORT SERVICES - Other Purchased Services / 200-500	$27,636	State/Local

SMART Goal 2

By June 2023, at least 45% of students in K-2 will be performing on or above grade level.

Priority Performance   32% of our students in grades K-2 performed on or above grade level as indicated on the final iReady Mathematics Diagnostic.

Strategy 1:   IXL

Strategy 2:   ST Math

Strategy 3:   LinkIt!

Target Population: Students in K-2

Interim Goals
SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2022, at least 20% of students in K-2 will be performing on or above grade level.	Fall iReady Diagnostic
Feb 15	By February 2023, at least 30% of students in K-2 will be performing on or above grade level.	Winter iReady Diagnostic
Apr 15:	By April 15, at least 35 % of students in K-2 will be performing on or above grade level.	Trimester II report cards
Jul 1	By June 2023, at least 45% of students in K-2 will be performing on or above grade level.	Spring iReady Diagnostic

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Regularly utilize LinkIt! to access data that will drive instruction.	9/7/22	6/30/23	
1	2	Facilitate the execution of at least 60 minutes of ST Math per week.	9/7/22	6/30/23	
1	1	Complete initial IXL diagnostic.	9/7/22	9/30/22	
2	1	Assign IXL skill practice and subsequent diagnostics; monitor progress.	10/3/22	6/30/23	
2	2	Review ST Math class data at least monthly.	10/3/22	6/30/23	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ST Math licenses	INSTRUCTION - Other Purchased Services / 100-500	$1,000	State/Local
1	IXL licenses	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$5,273	ESSER/ESSER II/ARP

SMART Goal 3

By June 2023, students in grades 6-8 will demonstrate proficiency (70%+) in distinguishing between peer conflict and HIB.

Priority Performance   75% of HIB investigations were unfounded.

Strategy 1:   Second Step

Strategy 2:

Strategy 3:

Target Population: Students in grades 6-8

Interim Goals
SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2022, students in grades 6-8 will demonstrate 40% proficiency.	Peer Conflict vs. HIB Assessment
Feb 15	By February 2023, students in grades 6-8 will demonstrate 50% proficiency.	Peer Conflict vs. HIB Assessment
Apr 15:	By April 2023, students in grades 6-8 will demonstrate 60% proficiency.	Peer Conflict vs. HIB Assessment
Jul 1	By June 2023, students in grades 6-8 will demonstrate proficiency (70%+) in distinguishing between peer conflict and HIB.	Peer Conflict vs. HIB Assessment

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Implement the Second Step Social Emotional Learning curriculum.	9/7/22	6/30/23	
2	1	Conduct lessons in grades 6-8 classrooms regarding peer conflict vs. HIB.	10/3/22	6/30/23	
3	1	Administer quarterly peer conflict vs. HIB assessments.	11/1/22	6/30/23	

Budget Items

SMART Goal 3

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

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 TITLE I	9/1/22	6/30/23	BUILDING	INSTRUCTION - Personnel Services - Salaries / 100-100	$226,809.00	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	$1,000	$0	$0	$0	$5,273	$0	$0	$0	$6,273
INSTRUCTION	Supplies & Materials	100-600	$1,000	$0	$0	$0	$0	$0	$0	$0	$1,000
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$2,000	$0	$0	$0	$5,273	$0	$0	$0	$7,273
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$5,273	$4,300	$0	$0	$9,573
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	$27,636	$0	$0	$0	$0	$0	$0	$0	$27,636
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		$27,636	$0	$0	$0	$5,273	$4,300	$0	$0	$37,209
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			$29,636	$0	$0	$0	$10,546	$4,300	$0	$0	$44,482

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	$242,693	$0	$242,693
Total	$0	$242,693	$0	$242,693

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
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: Lisa Wasielewski

Title: Assistant Principal

Date: 06/27/2022

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