JOHN M. BAILEY COMMUNITY SCHOOL

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220040

Annual School Planning 2023-2024

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Albert McCormick, Jr.	Yes	Yes	Yes		
Teacher	Dawn Cole-Moon	Yes	Yes	Yes		
Teacher	Megan Rolon	Yes	Yes	Yes		
Teacher	Michael Cabarle	Yes	Yes	Yes		
Community Member	Kenneth Poesl	Yes	Yes	Yes		
Parent/Guardian	Maggie Pagano	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
06/02/2023	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/08/2023	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	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)
Continue a reward incentive for model monthly attendance.	ELA, Math	Special Needs; Hispanic	Yes	Yes	Yes	Attendance records from realtime track student's attendance on a monthly basis, comparison of data and statistical analysis help identify trends. By collecting and analyzing quantitative data that demonstrates an increase in overall monthly attendance, a reduction in absences and tardiness, and positive feedback from stakeholders, the continuation of the reward incentive program can be supported. The data provides evidence of the program's effectiveness in motivating students to maintain good attendance habits, leading to improved educational outcomes and the development of valuable life skills.

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)
Keep a file for students with district attendance letters and appropriate medical documentation.	ELA, Math	Special Needs; Hispanic	Yes	Yes	Yes	By collecting and analyzing quantitative data that demonstrates compliance with district attendance policies, a reduction in unexcused absences, and improved record-keeping practices, the continuation of keeping a file for students with district attendance letters and appropriate medical documentation can be supported. The data provides evidence of the system's effectiveness in promoting accountability, supporting students' health needs, and facilitating data-driven decision making to enhance student attendance and well-being.
Implement the resources previously purchased with concentration on motivational, educational, and real-world connections.	ELA, Math	Special Needs Students & At risk students	Yes	Yes	Yes	Utilization of additional resources helps promote overall student achievement. Data collected shows increase in students individual levels and overall understanding. Supports provided by resources help struggling students in various groups. Data Reports, Baseline, Mid-Year, End Year Assessment all show improvement.

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)
Parent workshops	ELA, Math	Special Needs Students & At risk students	Yes	Yes	Yes	To support the continuation of parent workshops, quantitative data is collected and analyzed, including workshop attendance records, parent feedback surveys, and post-workshop assessments. This data demonstrates increased parent engagement, improved parent knowledge and skills, and positive feedback from surveys and assessments. The evidence gathered confirms the effectiveness of the workshops in promoting parent involvement, building knowledge and skills, and fostering collaboration and empowerment among parents. These outcomes contribute to improved student outcomes and a stronger school community.

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)
Provide professional development opportunities to staff.	ELA, Math	Special Needs Students & At risk students	Yes	Yes	Yes	To support both student and staff achievement, the district provides professional development opportunities, and staff members actively seek individual opportunities for growth. Attendance at workshops, feedback surveys, and post-assessments are meticulously recorded. Quantitative data analysis reveals increased engagement, improved knowledge and skills, and positive feedback. This data serves as evidence of the effectiveness of professional development in promoting knowledge building, skill development, fostering collaboration, and ultimately leading to improved outcomes for students.
Purchase I-Ready for Math & ELA grades K-8	ELA, Math	Special Needs Students & At risk students	Yes	Yes	Yes	Data Reports, Baseline, Mid-Year, End Year Assessment. All data collected shows increase in students individual levels and overall achievement. Supports provided by I-ready support struggling students in various groups.

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.		Quantitative Data: 1. Percentage Performance: The percentages indicating the level of proficiency in ELA and Math for different student groups represent quantitative data. For example, the percentage of students achieving proficiency in ELA ranges from 10.90% to 68.00% across different groups. Qualitative Data: 1. Student Group Labels: The qualitative data includes the labels assigned to each student group, such as "White," "Hispanic," "Black or African American," "Asian, Native Hawaiian, or Pacific Islander," "American Indian or Alaska Native," "Two or More Races," "Female," "Male," "Non-Binary/Undesignated Gender," "Economically Disadvantaged Students," "Non-Economically Disadvantaged Students," "Students with Disabilities," "Students without Disabilities," "English	ELA (English Language Arts), Math, Algebra 1, Algebra 2, and Geometry, I'll compare it to the previous year's data where data was not available and identify any observations or trends. Observations and Trends: 1. Schoolwide Performance: The schoolwide performance data indicates that in ELA, 52.10% of students achieved proficiency, while in Math, only 29.00% of students achieved proficiency. Unfortunately, there is no data available for Algebra 1, Algebra 2, and Geometry. It is important to note that without the previous year's data, it is difficult to determine specific

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Learners," and "Non-English Learners." These labels describe the different categories or characteristics of students.	trends in schoolwide performance. 2. Racial and Ethnic Disparities: There are notable disparities in performance across different racial and ethnic groups. White students had higher proficiency rates in both ELA (57.60%) and Math (37.90%) compared to the schoolwide average. Hispanic students had lower proficiency rates in both ELA (42.80%) and Math (19.10%). Black or African American students had similar proficiency rates to the schoolwide average in ELA (52.30%), but lower rates in Math (18.20%). Asian, Native Hawaiian, or Pacific Islander students had higher proficiency rates in both ELA (68.00%) and Math (52.00%). 3. Gender Performance:

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				Female students had higher proficiency rates in ELA (59.90%) compared to males (45.60%). However, male students had slightly higher proficiency rates in Math (30.70%) compared to females (27.00%). There is no data available for the Non-Binary/Undesignated Gender category. 4. Socioeconomic Status: Economically disadvantaged students had lower proficiency rates in both ELA (49.10%) and Math (26.20%) compared to non-economically disadvantaged students (ELA: 55.90%, Math: 32.40%). 5. Students with Disabilities: Students with disabilities had significantly lower proficiency rates in ELA

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				(10.90%) compared to students without disabilities (60.10%). Unfortunately, there is no data available for Math, Algebra 1, Algebra 2, and Geometry for this student group. 6. English Learners: English learners had lower proficiency rates in ELA (30.80%) compared to non-English learners (53.60%). However, in Math, English learners had higher proficiency rates (34.50%) compared to non-English learners (28.60%). 7. Homeless Students: Homeless students had proficiency rates in ELA (52.90%) and Math (29.40%) similar to the schoolwide averages. It is important to note that without the

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				previous year's data, it is challenging to make specific comparisons or identify trends over time. However, these observations can serve as starting points for further analysis and investigation into the factors that may contribute to the disparities in performance among different student groups.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/		Quantitative Data: 1. Percentage Performance: The percentages indicating the level of proficiency in Grade 5 and Grade 8 for different student groups represent quantitative data. For example, the percentage of students achieving proficiency in Grade 5 ranges from 6.00% to 21.00% across different groups. Qualitative Data: 1. Student Group Labels: The qualitative data includes the labels assigned to each student group, such as "White," "Hispanic," "Black or African American," "Asian, Native Hawaiian, or Pacific Islander," "American Indian or Alaska Native," "Two or More Races," "Female," "Male," "Non-Binary/Undesignated Gender," "Economically Disadvantaged Students," "Non-Economically Disadvantaged Students," "Students with Disabilities," "Students without Disabilities," "English Learners," "Non-English Learners," "Homeless	Grade 5 and Grade 8, we will compare it to the previous year where data was not available and identify any observations or trends. Observations and Trends: 1. Overall Performance: In Grade 5, 13.00% of students achieved proficiency, and in Grade 8, 8.00% achieved proficiency. Without the previous year's data, it is difficult to determine specific trends in overall performance. 2. Racial and Ethnic Disparities: There are disparities in performance across racial and ethnic groups. Among the groups with available data, White students in Grade 5 had a proficiency rate of 13.00%, similar to the schoolwide average.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Students," "Students in Foster Care," "Military-Connected Students," and "Migrant Students." These labels describe the different categories or characteristics of students.	Hispanic students had a higher proficiency rate in Grade 5 (15.00%), while data is not available for Grade 8. No data is provided for Black or African American, Asian, Native Hawaiian, or Pacific Islander, American Indian or Alaska Native, and Two or More Races students.

3. Gender Performance: In Grade 5, female students had a higher proficiency rate (16.00%) compared to males (9.00%). However, in Grade 8, male students had a higher proficiency rate (10.00%) compared to females (7.00%). No data is available for the Non-Binary/Undesignated Gender category.

4. Socioeconomic Status: Economically disadvantaged students |

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				had a higher proficiency rate in Grade 5 (21.00%) compared to non-economically disadvantaged students (6.00%). In Grade 8, both groups had similar proficiency rates (7.00% for both). Without the previous year's data, it is challenging to determine specific trends in the performance of economically disadvantaged students. 5. Students with Disabilities: Unfortunately, data is not provided for students with disabilities or students without disabilities. 6. English Learners: No data is available for English learners or non-English learners. 7. Other Student Groups: No data is

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				provided for homeless students, students in foster care, military-connected students, or migrant students.

It is important to note that without the previous year's data, it is challenging to make specific comparisons or identify trends over time. The limited data available hinders a comprehensive analysis of student performance. Further information and data would be required to gain a deeper understanding of the factors influencing student achievement for the various student groups. |
| SGP* | Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level. | | 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
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					Grades K-8 complete a district-created Benchmark Assessment on grade level in ELA & Math. Both qualitative and quantitative data were collected.	Grades K-8 complete a district-created Benchmark Assessment on grade level for ELA and Math. All students completed benchmark assessments to determine areas of need.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		Grades K-2 do a I-Ready Diagnostic test that does not provide results until Cycle 3.
		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	Grades K-8 complete a district-created Benchmark Assessment on grade level. Benchmark results provide qualitative data for observational purposes. Quantitative Data: - The participation rates of all students in grades K-8 were recorded for the district-created benchmark assessments in ELA. - Special education students had a lower completion rate compared to other subgroups in ELA due to their specific disabilities. Qualitative Data: - Despite the lower completion rates, qualitative data indicated that special education students showed improvement from cycles one through four of the benchmark assessments in ELA. - The qualitative data may include teacher observations, anecdotal evidence, or feedback from special education students themselves regarding their progress and growth in ELA skills.	Grades K-2 do an I-Ready Diagnostic test that does not provide results until Cycle 3. - The quantitative data specifically for ELA supports the observation that special education students had a lower participation rate due to their disabilities. - However, the qualitative data specifically for ELA indicates that despite the challenges, special education students showed improvement in their performance over the four benchmark assessment cycles in ELA. - This suggests that the district's benchmark assessment program, when adapted to meet the needs of special education students in ELA, was effective in
		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
				promoting their growth and development in ELA skills. It is important to continue analyzing both quantitative and qualitative data specifically for ELA to gain a comprehensive understanding of the participation rates and improvement trends among all student subgroups and grade levels in ELA. Chronic absenteeism along with discipline was also a factor.

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	Grades K-8 complete a district-created Benchmark Assessment on grade level. Benchmark results provide qualitative data for observational purposes.

Apologies for the confusion. Based on the quantitative and qualitative data gathered specifically for Math from the district-created benchmark assessments, here is an analysis of the participation rates by subgroup and grade level:

Quantitative Data:
- The participation rates of all students in grades K-8 were recorded for the district-created benchmark assessments in Math.
- Special education students had a lower completion rate compared to other subgroups in Math due to their specific disabilities.

Qualitative Data:
- Despite the lower completion rates, qualitative data indicated that special education students showed improvement from cycles | Grades K-2 do an I-Ready Diagnostic test that does not provide results until Cycle 3.

- The quantitative data specifically for Math supports the observation that special education students had a lower participation rate due to their disabilities.
- However, the qualitative data specifically for Math indicates that despite the challenges, special education students showed improvement in their performance over the four benchmark assessment cycles in Math.
- This suggests that the district's benchmark assessment program, when adapted to meet the needs of special education students in Math, was effective in promoting their growth and development in |
		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
			one through four of the benchmark assessments in Math. - The qualitative data may include teacher observations, anecdotal evidence, or feedback from special education students themselves regarding their progress and growth in Math skills.	Math skills. It is important to continue analyzing both quantitative and qualitative data specifically for Math to gain a comprehensive understanding of the participation rates and improvement trends among all student subgroups and grade levels in Math. This will inform future strategies and interventions aimed at further enhancing participation and learning outcomes for all students in Math. Grades K-2 do an I-Ready Diagnostic test that does not provide results until Cycle 3.
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to -2%	ELL students will take the Access 2.0 testing.	-2% of ELP students are expected to display growth this academic school year.

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	648 students are currently enrolled as of June 2023. Grade Pre-K- 27 Grade K- 62 Grade 01- 69 Grade 02- 71 Grade 03- 78 Grade 04- 75 Grade 05- 83 Grade 06- 65 Grade 07- 55 Grade 08- 62 Female- 298 Male- 350 Non-Binary/Undesignated: 0 Subgroup Special Education- 39 Self-Contained- 67	Enrollment went up by 5 students. Last year we had 643 enrolled as of June 2022. Most grade levels remained consistent between the 22-23 school year (current) and the 21-22 school year (previous), with slight variations in the number of students in each grade level. The gender distribution shows a slight increase in the number of female students from 289 in the previous school year to 298 in the current school year. The number of male students decreased from 354 in the previous year to 350 in the current year. Both years had no non-binary or undesignated students. The subgroup breakdown saw a minor increase in the number of special education students from 38 in the previous
		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
				year to 39 in the current year, while the number of self-contained students remained stable at 66. Overall, the current school year had a slightly higher total enrollment compared to the previous school year. The grade, gender, and subgroup distributions show relatively minor changes between the two years. Further analysis may be necessary to identify any significant trends or patterns within the data sets.

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	0.00%	There were 9,459 total absences this academic school year. Grade 00 Totals: Absent: 24.04 Grade 01 Totals: Absent: 1059.5 Grade 02 Totals: Absent: 946 Grade 03 Totals: Absent: 1132 Grade 04 Totals: Absent: 774.5 Grade 05 Totals: Absent: 1287 Grade 06 Totals: Absent: 804.5 Grade 07 Totals: Absent: 1005.5 Grade 08 Totals: Absent: 932 Total Absent: 9,459	Grade 05 had the highest number of absences, with 1,287 in the first data set and 797.5 in the second data set. Grade 03 also had a high number of absences in the first data set, with 1,132, while in the second data set, Grade 01 had the highest number of absences with 1,133.5. Zero days incentive was initiated. Teachers input data in real-time. Students were recognized for perfect attendance. Data was analyzed. Students who were at risk of violation were made known to the attendance committee.
		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%	There were absences that were equal to or exceeded 10 days. Female: 63 Male: 70 Non-Binary/Undesignated: 0 Total Students: 133 133 students out of 648 were identified as chronically absent Students were identified based on grade, teacher, and subgroup.	The number of absences was more than last year's. The previous year had a total of 5,749 absences which exceeded 10 days compared to our current. Zero days incentive base program was implemented. Teachers input data, attendance committee reviewed data and trends. Parents/guardians were contacted and letters were sent home.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	0.00%	Data was pulled from Frontline that documented overall staff absent days. There was a total of 609 Sick Days There was a total of 12,054 staff absent days for various reasons. The most common was sick days. There were 22 teachers who were identified as chronically absent.	Staff attendance decreased from the previous year. Staff members maintained decent attendance.

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%	Students are disciplined as needed for violating the Code of Conduct. There were a total of 46 students suspended this school year. Chronic Offenders - 6 students Suspension numbers by days Grade 2- 4 Grade 4- 13 Grade 5- 3 Grade 6- 26 Grade 7- 28 Grade 8- 61	Numbers did increase compared to last year. Grades 6-8 had the highest suspension rate. Along with our special needs population. Students are disciplined as needed for violating the Code of Conduct. There were a total of 33 students suspended this school year.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		Staff completed 2 surveys on school climate and culture. Using Panorama. Staff participated in both which are conducted at least every three years.	Participation in the survey was low this year.

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	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)		N/A	N/A
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

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	5	N/A	N/A
		% 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
Learning Walks / Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs		Framework: Danielson # Teachers to Evaluate: 63 # Non-tenure teachers (years 1 & 2) - 16 # Non-tenure teachers (years 3 & 4)- 11 # Teachers on CAP- 0 #Teachers receiving mSGP - 19 Scheduled: 146 Completed: 146 Highly Effective- 49 Effective- 14 Partially Effective- 0 Ineffective- 0	All teachers evaluated this year fell between highly effective, and effective. There were no teachers identified as partially or ineffective. All staff members evaluated were utilizing technology and engagement was evident. Teachers would benefit from continued professional development. Teachers are implementing programs and resources in order to enhance instruction. Teachers would benefit from continued professional development in order to effectively use the many tools available to them.

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Attendance	Chronic Illness	Attendance Reports, Documentation, Realtime reports	N/A
Parent and Family Engagement	Socioeconomic, work, time, post-pandemic status	Sign in Sheets	N/A
Financial	Large population of economically disadvantaged families	Last year all students qualify for free or reduced lunch due to the current state. However, there is still a large amount that qualifies for free or reduced. Information is based on student data.	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	4	1.3, 1.5
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
Assessment	1	A	4-Sustaining	4	2.3
	2	A	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	3	3.1, 3.2, 3.3, 3.4.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	3	4.2, 4.3, 4.4, 4.5, 4.7, 4.9, 4.11, 4.12, 4.13, 4.14
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	4-Sustaining		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	3-Developing		
	10	A	4-Sustaining		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	3	5.1

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	Vocabulary and Literacy skills and exposure	Need for supplemental support and enough material for special education classes Chronic absenteeism Lack of parent involvement or ability to assist their struggling children	Special Needs Students & At-risk students	1	Purchase I-Ready for ELA for grades K-8.
				2	Continue to incorporate novels and the newly adopted Savvas Literacy Program. Introduce a word of the week.
				3	Provide professional development opportunities to staff.
Climate & Culture - Attendance/Behavior	Chronic Absenteeism- Why are some students not attending school on a regular basis?	Contributing factors may include: extended illness out-of-school suspension transportation issues. (missing school bus) low engagement social-emotional stressors disability/health issue	Special Needs	1	Continue a reward incentive for model monthly attendance.
				2	Keep a file for students with district attendance letters and appropriate medical documentation.
				3	An attendance committee will be formed to discuss a plan of action for any students in violation of the district attendance policy. An attendance monitor will be appointed to assess and communicate daily attendance concerns.

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?)	
Social and Emotional Learning	Growth in the areas of responsibility, social skills, empathy, and peer relations.	Classified students (i.e. emotional/behavior disorders; academic weakness)

Lack of motivation

Lack of parental guidance/support | Special Needs Students & At-risk students | 1 | Implement the Second Step Program along with previously purchased resources with a concentration on motivational, educational, and real-world connections. |
| | | | | 2 | SEL Parent workshops |
| | | | | 3 | Family Educational Nights |
| Effective Instruction | Mathematics skills and exposure | Need for supplemental support and resources for all learners

Chronic absenteeism

Lack of parent involvement or ability to assist their struggling children | Special Needs Students & At-risk students | 1 | Implement previously purchased tools for grades K-8 |
| | | | | 2 | Purchase Teachers Pay Teachers subscription; Super Teacher Worksheets subscription; Provide resources |
| | | | | 3 | Provide professional development, as well as monthly PLC's |

SMART Goal 1

John M. Bailey Community School will provide additional opportunities for students to have access and increased exposure to informational and literature reading materials. An increase in diagnostic scores will be evident by June 2024.

Priority Performance Vocabulary and Literacy skills and exposure

Strategy 1: Purchase I-Ready for ELA for grades K-8.

Strategy 2: Continue to incorporate novels and the newly adopted Savvas Literacy Program.

Introduce a word of the week.

Strategy 3: Provide professional development opportunities to staff.

Target Population: Special Needs Students & At-risk students

Interim Goals
SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will begin to take Diagnostic Assessments to obtain a baseline score. Professional Development will be offered. Additional reading materials will be purchased.	Data from the beginning of the year Diagnostic Assessments One I-Ready Professional Development completed Materials purchased will be distributed DA #1
Feb 15	The teacher will collect and review data. Students will increase from the baseline score.	I-Ready reports District Assessment #2 Attendance committee reports

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Students will increase from the midyear score.	I-Ready reports District Assessment #3 Teacher Observation Data collection
Jul 1	John M. Bailey Community School will provide additional opportunities for students to have access and increased exposure to informational and literature reading materials. An increase in diagnostic scores will be evident by June 2024.	I-Ready reports Teacher observation Collection of data District Assessment #4

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Administer initial Diagnostic to students	9/1/23	6/28/24	
1	2	Students will utilize Savvas Literacy Program and its components	9/1/23	7/2/24	
1	3	Identify areas of need with respect to professional development	9/1/23	6/28/24	
2	3	Staff will attend professional development provided by district to further knowledge on respective programs	9/1/23	6/28/24	
2	2	Teachers will introduce grade level novels and supplemental reading materials	9/1/23	7/1/24	
2	1	Review data from the initial diagnostic to identify specific areas of concern	9/1/23	6/28/24	
3	1	Incorporate strategies in daily instruction to promote student growth	9/1/23	6/28/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	3	Teachers will seek and attend additional professional development as needed	9/1/23	6/28/24	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	IREADY LICENSING	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$5,000	State/Local

SMART Goal 2

John M. Bailey Community School will combat poor attendance through a variety of strategies and techniques. Inconsistent attendance leads to long-term issues. We will focus on daily attendance and promote it through school-wide practices.

Priority Performance   Chronic Absenteeism- Why are some students not attending school on a regular basis?

Strategy 1:   Continue a reward incentive for model monthly attendance.

Strategy 2:   Keep a file for students with district attendance letters and appropriate medical documentation.

Strategy 3:   An attendance committee will be formed to discuss a plan of action for any students in violation of the district attendance policy. An attendance monitor will be appointed to assess and communicate daily attendance concerns.

Target Population: Special Needs

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	The attendance monitor will prepare a list of at-risk students that will be referred to the attendance committee. At each cycle, we will review and provide an update as to the status of each student's attendance. Further, we will provide necessary intervention as it is deemed appropriate.	Daily Attendance Teacher observation Academic performance Teacher check-in Emotional well being

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Students will show an increase in motivation and a positive outlook towards school from the incorporation of real-world connection lessons.	Daily Attendance Teacher observation Academic performance Teacher check-in Emotional well being Improved behavior
Apr 15:	A rewards-based incentive program will be implemented for perfect monthly attendance.	Emotional well being Daily Attendance Teacher observation Academic performance Daily Behavior Logs Improved behavior Teacher's records of student rewards
Jul 1	John M. Bailey Community School will combat poor attendance through a variety of strategies and techniques. Inconsistent attendance leads to long-term issues. We will focus on daily attendance and promote it through school-wide practices.	Daily Attendance Teacher observation Academic performance Improved behavior Teacher's records of students' rewards

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Real-time generated letters will be sent home and filed for documentation purposes.	10/3/23	6/28/24	
1	3	Attendance committee will be formed and approved for the 22-23 school year	9/1/23	6/28/24	
1	1	Implement motivational, educational, strategic rewards along with board games and a storage cart; these items were previously purchased	9/1/23	7/1/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	Implement previously purchased materials to increase motivation and make real-world connections	9/1/23	7/1/24	
2	3	Attendance committee will compile a list bi-weekly	10/3/23	6/28/24	
2	2	Teacher will collect medical documentation and send to nurse for documentation	9/1/23	6/28/24	
3	1	Classroom teachers will collect data to ensure the effectiveness of implemented strategies and identify at-risk students	10/3/23	7/1/24	
3	3	Students at risk for infringement of Attendance Policy will be referred to the attendance committee	10/3/23	6/28/24	
3	2	School nurse will collect information and input in realtime when applicable or add to students individual file	9/1/23	6/28/24	
4	3	The attendance committee will contact parents/guardians as needed	9/1/23	6/28/24	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ATTENDANCE COMMITTEE SALARIES	INSTRUCTION - Personnel Services - Salaries / 100-100	$3,000	State/Local
1	Various Incentives	INSTRUCTION - Supplies & Materials / 100-600	$500	State/Local

SMART Goal 3

John M. Bailey Community School will promote an awareness of Social Emotional Learning through daily classroom practices. We will continue to implement the Second Step Curriculum and Panorama survey tool.

Priority Performance   Growth in the areas of responsibility, social skills, empathy, and peer relations.

Strategy 1:   Implement the Second Step Program along with previously purchased resources with a concentration on motivational, educational, and real-world connections.

Strategy 2:   SEL Parent workshops

Strategy 3:   Family Educational Nights

Target Population: Special Needs Students & At-risk students

Interim Goals
SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Additional materials will be purchased, teachers will utilize the Second Step Program during classroom instruction, and Panorama survey results will be reviewed	Data collected from previous years, panorama survey, results from The Second Step program, and teacher observations
Feb 15	Students will participate in various activities and develop skills in the areas of responsibility, social skills, empathy, and peer relations.	Review of interventions, Panorama Survey, Second Step program, and teacher observations
Apr 15:	Students will display growth in the areas of responsibility, social skills, empathy, and peer relations.	Teacher observations, Panorama Survey, Second Step program, and various surveys

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	John M. Bailey Community School will promote an awareness of Social Emotional Learning through daily classroom practices. We will continue to implement the Second Step Curriculum and Panorama survey tool.	Panorama Survey, Second Step activities, and teacher observations

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Family educational nights will be held and cover various topics	9/1/23	6/28/24	
1	2	Assess the needs of parents to help them better support students by surveying	10/3/23	6/28/24	
1	1	Utilize remaining resources, subscriptions, and materials to promote a positive learning environment	9/1/23	6/28/24	
2	1	Implement previously purchased materials to increase motivation and make real-world connections	9/1/23	6/28/24	
2	2	Offer workshops for parents on various programs and provide resources	10/3/23	6/28/24	
2	3	Provide resources, strategies, and information to parents to increase home-school connection	9/1/23	6/28/24	
3	3	Parent workshops will bridge the home to school gap and build better communication	9/1/23	6/28/24	
3	2	Survey parents conduct needs assessment and analyze results to ensure appropriate topics are offered	10/3/23	6/28/24	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SECOND STEP LICENSING	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$5,000	Other Federal

SMART Goal 4

Mathematics teachers at John M. Bailey Community School will emphasize increased exposure to mathematical skills and concepts. Students will show an increase in the diagnostic, benchmark, and state assessments by the end of the school year.

Priority Performance   Mathematics skills and exposure

Strategy 1:   Implement previously purchased tools for grades K-8

Strategy 2:   Purchase Teachers Pay Teachers subscription; Super Teacher Worksheets subscription; Provide resources

Strategy 3:   Provide professional development, as well as monthly PLC's

Target Population: Special Needs Students & At-risk students

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will use IXL, diagnostics, Moby Max, and ST Math to assess individual student levels	Benchmark, diagnostic, and IReady results from previous year, District Assessment, Teacher observation
Feb 15	Students will show an increase in mastery as per achievements.	IXL Reports, diagnostic results, ST Math reports, Moby Max, Think Central District Assessment #2, and Teacher Observation
Apr 15:	Students will show an additional increase in Mathematic Scores using the tools provided.	Data reports from IXL, ST Math reports, District Assessment #3, Think Central, Teacher ObservationTeacher

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Mathematics teachers at John M. Bailey Community School will emphasize increased exposure to mathematical skills and concepts. Students will show an increase in the diagnostic, benchmark, and state assessments by the end of the school year.	Supplemental resources from Teachers Pay Teachers, Super Teacher Worksheets, and Education.com, Teacher observation, Utilize IXL, diagnostic results, ST Math reports, District Assessment #4, Teacher Observation

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Review Iready results from previous year	9/1/23	6/28/24	
1	2	Purchase Teachers Pay Teachers subscription; Super Teacher Worksheets subscription	9/1/23	6/28/24	
1	3	Staff will attend professional development provided by the district	9/1/23	6/28/24	
2	3	Teachers will seek and attend additional professional development as needed	9/1/23	6/28/24	
2	2	Become familiar and utilize Teachers Pay Teachers, Super Teacher Worksheets, and Education.com subscription	9/29/23	6/28/24	
2	1	Review data from IXL, diagnostics, and individual reports to identify areas of need	9/5/23	6/28/24	
3	1	Utilize IXL, Go Math, and ST Math to enhance instruction and review data collected	9/5/23	6/28/24	
3	3	Identify additional areas of need with respect to professional development	9/1/23	6/28/24	
3	2	Review data and obtain supplemental resources for struggling students	9/29/23	6/28/24	

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	IXL LICENSING	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$5,000	State/Local

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
TITLE I TEACHER SALARIES-4	9/1/23	6/30/24	BUILDING	INSTRUCTION - Personnel Services - Salaries / 100-100	$368,808.00	Federal Title I (School
INSTRUCTIONAL SUPPLIES	9/1/23	6/30/24	BUILDING	INSTRUCTION - Supplies & Materials / 100-600	$9,970.00	Federal Title I (School
TITLE I TEACHER BENEFITS	9/1/23	6/30/24	BUILDING	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$236,037.00	Federal Title I (School
BACKPACKS-TITLE I	9/1/23	6/30/24	BUILDING	SUPPORT SERVICES - Supplies & Materials / 200-600	$35,837.00	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	$3,000	$0	$0	$0	$0	$0	$0	$0	$3,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	$10,000	$0	$0	$0	$0	$5,000	$0	$0	$15,000
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$500	$0	$0	$0	$0	$0	$0	$0	$500
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$13,500	$0	$0	$0	$0	$5,000	$0	$0	$18,500
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	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Property Services	200-400	$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Travel	200-580	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Other Objects	200-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Indirect Costs	200-860	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
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			$13,500	$0	$0	$0	$0	$5,000	$0	$0	$18,500

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	$0	$0	$0	$0
Other Title 1 Expenditures	$0	$650,652	$0	$650,652
Total	$0	$650,652	$0	$650,652

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools.)	
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.	
x		Effective Instruction
x		Climate & Culture - Attendance/Behavior
x		Social and Emotional Learning
x		Effective Instruction
	For CII, CSI, ATSI and TSI Schools Only: 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 strong, moderate or promising evidence tier as 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: Albert McCormick

Title: Principal

Date: 06/28/2023

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

Date: 06/28/2023

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 Niesz

Title: Superintendent of Schools

Date: 06/29/2023