

Henry E. Harris Community School

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220050

# 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
Parent/Guardian	Walter Rogers	Yes	Yes	Yes		
Community Member	Kenneth Kopacz	Yes	Yes	Yes		
Principal	Maria Kazimir	Yes	Yes	Yes		
Assistant Principal	Luisa Jaros	Yes	Yes	Yes		
Guidance Counselor	Kaitlyn Ballance	Yes	Yes	Yes		
Technology Teacher/Data Team	Dr. Dana Mason	Yes	Yes	Yes		
General Education Math Teacher/Data	Danielle Raslowsky	Yes	Yes	Yes		
Administrative Assistant	Debra Baran	Yes	Yes	Yes		



## ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
03/23/2023	Prior Year Evaluation	Yes	Yes
03/30/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/27/2023	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)
After-School ARMS tutoring.	Math and ELA	Students with disabilities.  School-wide	Yes	Yes	Yes	IXL was an intervention strategy that was used in both ELA Math; ARMS After-School Arms Tutoring, and ST Math was another strategy implemented in Math. In ELA, average monthly growth in IXL represents the average change in diagnostic levels each month. For grades 3-8, the average monthly growth grew anywhere from 5 to 20 points in ELA. Grades 5 & 8, showed the largest percentage of students Above or On Grade-Level (50% & 26%). In Math, Average monthly growth in IXL represents the average change in diagnostic levels each month. For grades 3-8, the average monthly growth grew anywhere from 5 to 14 points in math. Grades 3-5, showed the largest percentage of students Above or On Grade-Level (26%, 39%, 41%). After completing ST Math learning objectives, students on average scored higher on math post-quizzes than pre-quizzes. The average pre-quiz score is about 57.55 and the average post quiz score is about 70.12. The average quiz score grew by 12.57

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)
						percentage points and the associated average effect size is 0.49.
Implementation & use of IXL online skills program; ST MATH online program to build skill & fact fluency.	Math	Students with disabilities.  School-wide	Yes	Yes	Yes	Average monthly growth in IXL represents the average change in diagnostic levels each month. For grades 3-8, the average monthly growth grew anywhere from 5 to 14 points in math. Grades 3-5, showed the largest percentage of students Above or On Grade-Level (26%, 39%, 41%). After completing ST Math learning objectives, students on average scored higher on math post-quizzes than pre-quizzes. The average pre-quiz score is about 57.55 and the average post quiz score is about 70.12. The average quiz score grew by 12.57 percentage points and the associated average effect size is 0.49.

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)
Professional development for teachers focusing on the instructional and diagnostic use of ST Math for driving instruction.	Math	Students with disabilities.  School-wide	Yes	Yes	Yes	The average number of minutes students played ST Math without Professional Learning was 34 minutes and with Professional Learning was 58 minutes. This was a 71% increase and indicate that students benefit when educators engage in live, instructor led Professional Learning. Professional Learning was in the form of Virtual Workshops, On-Site Workshops, Classroom Modeling & PLC Support and Asynchronous Online Modules.

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)
After-School ARMS tutoring.	Math and ELA	Students with disabilities.  School-wide	Yes	Yes	Yes	IXL was an intervention strategy that was used in both ELA Math; ARMS After-School Arms Tutoring, and ST Math was another strategy implemented in Math. In ELA, average monthly growth in IXL represents the average change in diagnostic levels each month. For grades 3-8, the average monthly growth grew anywhere from 5 to 20 points in ELA. Grades 5 & 8, showed the largest percentage of students Above or On Grade-Level (50% & 26%). In Math, Average monthly growth in IXL represents the average change in diagnostic levels each month. For grades 3-8, the average monthly growth grew anywhere from 5 to 14 points in math. Grades 3-5, showed the largest percentage of students Above or On Grade-Level (26%, 39%, 41%). After completing ST Math learning objectives, students on average scored higher on math post-quizzes than pre-quizzes. The average pre-quiz score is about 57.55 and the average post quiz score is about 70.12. The average quiz score grew by 12.57 percentage points and the associated average effect size is 0.49.

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)
Implementation & use of IXL online skills program; SAVAAS & RAZ Plus.	ELA	Students with disabilities.  School-wide	Yes	Yes	Yes	Average monthly growth in IXL represents the average change in diagnostic levels each month. For grades 3-8, the average monthly growth grew anywhere from 5 to 20 points in ELA. Grades 5 & 8, showed the largest percentage of students Above or On Grade-Level (50% & 26%).
Professional development for teachers focusing on the instructional and diagnostic use of RAZ-Plus for driving instruction.	ELA	Students with disabilities.  School-wide	No	No	No	Teachers did not receive professional development on RAZ-Plus. RAZ-Plus was installed as an app on CLEVER for students and teachers to utilize as they saw fit within the learning of the classroom. Teachers did receive professional development on SAVAAS and utilized the SAVASS program in ELA throughout the course of the year.



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)
Second Step - Social Emotional Learning Program	School Climate/Social Emotional Learning	School-wide population (Grades KDG-8).	Yes	Yes	Yes	Second Step Program is an intervention used in Grades KDG through 8 that is research based aimed to help students build social-emotional skills such as: nurturing positive relationships, managing emotions, & setting goals, so students can thrive in life and school. Students and Parents/Guardians need to become more aware of the differences between conflict and bullying. By continuing with this program, we hope to see a decrease in the amount of HIB cases throughout the year that are not deemed as HIB, but rather as conflict. Out of 26 cases, only 5 were founded.

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)
Student Assistance Counselor (SAC) homeroom lessons	School Climate/Social Emotional Learning	School-wide population (Grades KDG-8).	Yes	Yes	Yes	The Second Step Program is an intervention used in Grades KDG through 8 that is research based aimed to help students build social-emotional skills such as: nurturing positive relationships, managing emotions, & setting goals, so students can thrive in life and school. Students and Parents/Guardians need to become more aware of the differences between conflict and bullying. By continuing with this program, we hope to see a decrease in the amount of HIB cases throughout the year that are not deemed as HIB, but rather as conflict. This program is also implemented by our SAC counselor to help identify students who require small group or individual counseling based on the interactive lessons completed throughout the year (specifically in Grades 6-8).

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)
Administration of Panorama Survey	School Climate/Social Emotional Learning	School-wide population (Grades KDG-8).	Yes	Yes	Yes	<p>In Grades 3-5:</p> <p>Positive Feelings showed a positive gain of (+1) and Engagement showed zero change since the Spring 2022 survey.</p> <p>The following areas showed the most negative gain:</p> <p>Emotion Regulation: -3 Social Awareness: -3 Supportive Relationships: -3. In Grades 6-12:</p> <p>Emotion Regulation showed zero change since the Spring 2022 survey.</p> <p>The following areas showed the most negative gain:</p> <p>Positive Feelings: -5 Sense of Belonging: -6 Social Awareness: -8</p>

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	<p>Consider comparing previous year's and current year's NJSLA results in the noted subject areas.</p> <p><a _blank"&gt;link&lt;="" a&gt;="" access="" href="http://www.nj.gov/education/schools/achievement/ target=" p="" reports.<="" to="" website="" with=""> </a></p>		<p>ELA Schoolwide: We did meet the Annual Target.</p> <p>ELA White: We did meet the Annual Target.</p> <p>ELA Hispanic: We did meet the Annual Target.</p> <p>ELA Black/African American: We did meet the Annual Target.</p> <p>ELA Economically Disadvantaged Students: We did meet the Annual Target.</p> <p>ELA Students with Disabilities: We did NOT meet the Annual Target.</p> <p>Math Schoolwide: We did NOT meet the Annual Target.</p> <p>Math White: We did NOT meet the Annual Target.</p> <p>Math Hispanic: We did NOT meet the Annual Target.</p> <p>Math Black/African American: We did NOT meet</p>	<p>In ELA, Students with Disabilities subgroup is an area of weakness and will require additional support and interventions for the upcoming school year.</p> <p>In ELA, Grades 3 &amp; 6 showed gains above or equal to the District Average.</p> <p>Grade 3 (+3 points) above the District Average.</p> <p>Grade 6 (equal to) District Average.</p> <p>In Math, all subgroups are an area of weakness, specifically Students with Disabilities, and will require additional support and interventions for the upcoming school year.</p> <p>In Math, Grades 4 &amp; 8</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>the Annual Target.</p> <p>Math Economically Disadvantaged Students: We did NOT meet the Annual Target.</p> <p>Math Students with Disabilities: We did NOT meet the Annual Target.</p> <p>In ELA:            Grade 3: -7 points below the District Average            Grade 4: +3 points above the District Average            Grade 5: -7 points below the District Average            Grade 6: Equal to the District Average            Grade 7: -10 points below the District Average            Grade 8: -12 points below the District Average</p> <p>In Math:            Grade 3: -6 points below the District Average            Grade 4: +2 points above the District Average            Grade 5: -14 points below the District Average            Grade 6: -1 point below the District Average            Grade 7: -9 points below the</p>	<p>showed gains above or equal to the District Average.</p> <p>Grade 4 (+2 points) above the District Average.</p> <p>Grade 8 (equal to) District Average.</p> <p>Other factors contributing to overall NJSLA scores for 2021-2022:</p> <p>School has 2 out of 3 classes in each grade-level with Inclusion and are at maximum capacity.</p> <p>Large class sizes: Classes have maximum capacity of IEP students in each inclusion class with 504 students; classroom sizes are 25 &amp; 26 students in grades 7 &amp; 8.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>District Average Grade 8: Equal to the District Average Algebra 1: -18 points below the District Average</p>	<p>Grades 4-8 have self-contained classes.</p> <p>Grade 3 has resource room.</p> <p>Grades 3-8 students are receiving excessive services and are being pulled out of classes for the following: multi-sensory, speech therapy, occupational therapy, physical therapy, and counseling services.</p> <p>Inclusion &amp; Title 1 teachers were utilized to cover classrooms due to sub shortage, therefore limiting services to students they service.</p> <p>Students were just returning to a "normal" school year with no virtual or in-person cohorts due to the Covid-19 pandemic.</p>

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>		<p>In Grade 5, only 10% of students scored a Level 3 or 4 and are considered proficient.</p> <p>In Grade 8, only 1% of students scored a Level 3 or 4 and are considered proficient.</p>	<p>In Grade 5, all subgroups are an area of weakness, specifically Students with Disabilities &amp; Hispanic population, and will require additional support and interventions for the upcoming school year.</p> <p>In Grade 5, HEH was below the District Average (-9 points).</p> <p>In Grade 8, all subgroups are an area of weakness, specifically Students with Disabilities &amp; White population, and will require additional support and interventions for the upcoming school year.</p> <p>In Grade 8, HEH was below the District Average (-10 points).</p>



Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
SGP*	<p>Student growth on state assessments. (Grades 4-8)</p> <p>*Identify overall school wide growth performance by content.</p> <p>*Identify interaction between student proficiency level.</p>		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					Cycle 2, in Grades KDG through 2 did not meet the 95% participation rate in ELA and Math (was 0%) .	We did not reach the 95% participation rate in Cycle 2 for Grades KDG through 2 in ELA and Math due to I-Ready only being administered 3 times per year.
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	0%	0%	0%		
		1	100%	0%	0%	0%		
		2	100%	0%	100%	0%		
		3	100%	0%	0%	0%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	93%		
		7	100%	100%	100%	94%		
		8	100%	100%	100%	95%		
		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%	0%	0%	0%		
		1	100%	0%	0%	0%		
		2	100%	0%	100%	0%		
		3	100%	0%	0%	0%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	93%		
		7	100%	100%	100%	94%		
		8	100%	100%	100%	88%		
		9	100%	100%	0%	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	<p>Cycle 1, Grades 2, 4, 6, 7, &amp; 8 did not have at least 70% of students meeting proficiency in ELA in 2022-2023 on I-Ready or District Assessments.</p> <p>Cycle 2, Grades 4, 6, 7, &amp; 8 did not have at least 70% of students meeting proficiency in ELA in 2022-2023 on I-Ready or District Assessments.</p> <p>Cycle 3, Grades 2 &amp; 7 did not have at least 70% of students meeting proficiency in ELA in 2022-2023 on I-Ready or District Assessments.</p>	<p>In grades 2, 4, 5, 6, 7, &amp; 8, the percentage of students proficient (70%) increased from Cycle 1 to Cycle 3.</p> <p>Grades 7 &amp; 8 showed the largest percent increase from Cycle 1 to Cycle 3 with 58% and 53%.</p> <p>Grade 5 showed the smallest percent increase from Cycle 1 to Cycle 3 with a 6% increase.</p> <p>As per the NJ School Performance Report for 21-22, we did not meet the state average in the following sub-groups: Schoolwide, White, Hispanic, Black/African American, Economically Disadvantaged or Students with Disabilities.</p> <p>Schoolwide 21.9% (130 students) are</p>
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	17%	0%	44%	0%		
		3	0%	0%	0%	0%		
		4	51%	68%	83%	65%		
		5	88%	84%	94%	94%		
		6	30%	12%	88%	25%		
		7	21%	43%	51%	10%		
		8	33%	69%	86%	39%		
		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
				<p>Chronically Absent with Two or More Races 50%, Students with Disabilities 37.6% (47 students) and Black/African American 31.4% (27 students) with the largest number of chronically absent students.</p> <p>Only Grade 6 had the last percentage (10%) of chronically absent students. All other grade levels ranged from 20% to 27% of chronically absent students.</p> <p>As of 03/27/23, chronic absenteeism was above 10% in all Grade Levels from KDG-Grade 8.</p> <p>Only Grade 7 had the last percentage (12%) of chronically absent students. All other grade levels ranged from 16% to 32% of chronically absent</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>students.</p> <p>Grades 2, 4, 5, 6, 7 have shown slight decreases in the percentage of chronically absent students from September 2022 through 03/27/23.</p>

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	Cycle 1, Grades 2, 6, 7, & 8 did not have at least 70% of students meeting proficiency in Math in 2022-2023 on I-Ready or District Assessments.  Cycle 2, Grades 5, 6, 7, & 8 did not have at least 70% of students meeting proficiency in Math in 2022-2023 on I-Ready or District Assessments.  Cycle 3, Grades 2 & 7 did not have at least 70% of students meeting proficiency in Math in 2022-2023 on I-Ready or District Assessments.	In grades 2, 7, & 8, the percentage of students proficient (70%) increased from Cycle 1 to Cycle 3.  Grades 7 showed the largest percent increase from Cycle 1 to Cycle 3 with 42%.  Grades 4 & 5 showed a decrease in the percentage of students proficient (70%) from Cycle 1 to Cycle 3 with -3% and -12%.  As per the NJ School Performance Report for 21-22, we did not meet the state average in the following sub-groups: Schoolwide, White, Hispanic, Black/African American, Economically Disadvantaged or Students with Disabilities.  Schoolwide 21.9% (130
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	7%	0%	17%	0%		
		3	0%	0%	0%	0%		
		4	93%	76%	90%	85%		
		5	83%	60%	71%	78%		
		6	40%	58%	82%	39%		
		7	64%	59%	59%	78%		
		8	57%	59%	88%	69%		
		9	100%	100%	0%	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
				<p>students) are Chronically Absent with Two or More Races 50%, Students with Disabilities 37.6% (47 students) and Black/African American 31.4% (27 students) with the largest number of chronically absent students.</p> <p>Only Grade 6 had the last percentage (10%) of chronically absent students. All other grade levels ranged from 20% to 27% of chronically absent students.</p> <p>As of 03/27/23, chronic absenteeism was above 10% in all Grade Levels from KDG-Grade 8.</p> <p>Only Grade 7 had the last percentage (12%) of chronically absent students. All other grade levels ranged from 16% to 32% of</p>

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
					chronically absent students.  Grades 2, 4, 5, 6, 7 have shown slight decreases in the percentage of chronically absent students from September 2022 through 03/27/23.
ACCESS for ELL's	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	664	Sept. 22: 657 students Oct. 22: 665 students Nov. 22: 665 students Dec. 668 students Jan. 23: 662 students Feb. 23: 667 students	The average enrollment is around 664 students for the 22-23 school year and remained steady throughout the year with the exception of September 22.  Enrollment has increased from the 2021-2022 school year from 634 students to 659 students.  The 4 year average enrollment (19-20 to 22-23) is 657 students.  Grades Pre-K, KDG, 1, 4, & 8 all have increased enrollment from the 21-22 school year.  Students with disabilities subgroup remained steady with 21.4% in the 21-22 school year and 20.4% in the 22-23 school year.
		Subgroup 1 YTD Student Enrollment Average	348		
		Subgroup 2 YTD Student Enrollment Average	112	As of 05/03/23: 659 total students enrolled  PRE-K : 43 students KDG: 63 students Grade 1: 68 students Grade 2: 57 students Grade 3: 58 students Grade 4: 78 students Grade 5: 64 students Grade 6: 60 students Grade 7: 77 students Grade 8: 90 students Out of District: 1 student  291 Females 367 Males 1 Non-Binary 524 General Education Students 97 Inclusion Students 38 Self-Contained Students (Total of 135 IEP Students)	

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	94.65%	From Sept 22 - February 23 the average attendance rate is 94.62% due to COVID illness, sick days, and vacation with families that occurred throughout the school year.	<p>Interventions include Teachers &amp; Staff making daily phone calls and emails home to parents &amp; guardians and keeping log sheets of communications.</p> <p>Constant reminders of the importance of Attendance; posting Data from Attendance Matters on Schoology Pages, CLEVER, &amp; SEE SAW for Parents/Guardians.</p> <p>The attendance officer is contacted when students are absent for 2 consecutive days and a parent/guardian can not be contacted. Attendance Officers attempt to make contact and if contact is not made, they visit homes. Attendance Officers take families to court due to chronic absenteeism.</p> <p>Teachers incorporate activities and recognition awards /programs to</p>
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	95.32%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				motivate students to attend school and students are recognized for perfect and improved 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	0.00%	<p>As per the 21-22 NJ School Performance Report, we only met our target for chronic absenteeism in the Asian, Native Hawaiian, or Pacific Islander subgroup with 4% (1 student) chronically absent.</p> <p>We did not meet in the following categories:</p> <p>Schoolwide: 21.9% (130 students)  White: 17.5% (50 students)  Hispanic: 24.3% (44 students)  Black/African American: 31.4% (27 students)  Economically Disadvantaged: 23.1% (74 students)  Students with Disabilities: 37.6% (47 students)</p> <p>Grades with the largest number of chronically absent students:</p> <p>Pre-K, KDG, Grade 8, 2, &amp; 5.</p>	<p>Interventions include Teachers &amp; Staff making daily phone calls and emails home to parents &amp; guardians and keeping log sheets of communications.</p> <p>Constant reminders of the importance of Attendance; posting Data from Attendance Matters on Schoology Pages, CLEVER, &amp; SEE SAW for Parents/Guardians.</p> <p>The attendance officer is contacted when students are absent for 2 consecutive days and a parent/guardian can not be contacted. Attendance Officers attempt to make contact and if contact is not made, they visit homes. Attendance Officers take families to court due to chronic absenteeism.</p> <p>Teachers incorporate activities and recognition awards /programs to</p>
		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
				<p>motivate students to attend school and students are recognized for perfect and improved attendance.</p> <p>Other factors that contributed to chronic absenteeism was parents/guardians keeping children home out of an abundance of caution. Even though we were back to school full-time, staff, students, parents, family members were still getting Covid-19 and had to self isolate due to exposure or having the virus.</p>
Attendance Rate (Staff)*	<p>The average daily attendance for staff</p> <p>*Identify patterns by grade</p> <p>*Identify chronic absenteeism</p> <p>*Identify reasons for absenteeism</p>	<p>Staff Attendance YTD</p> <p>95.60%</p>	N/A	Staff reasons for absenteeism included COVID illness, sick days, personal business days, and family sick days.

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%	As per the 21-22 NJ School Performance Report, we had the following student disciplinary removals:  Out of School Suspensions & Removal to other education program.  As a result, there were 74 school days missed due to out of school suspensions.	As of date, for the 2022-2023 school year, there have been 23 HIB cases of which only 3 have been founded. (5 were determined to be Code of Conduct & 2 were determined to be conflict).  Of the 3 that were determined to be founded HIB, one was in Grade 6 & the other 2 were in Grade 7.
		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	<p>Results from surveys</p> <ul style="list-style-type: none"> <li>*Identify staff satisfaction and support</li> <li>*Identify perception of the environment</li> <li>*Identify perceptions of students</li> <li>*Identify perceptions of family</li> </ul>		<p>Results of Fall 2023 Panorama Survey</p> <p>Grades 3-5 (165 responses)</p> <p>Emotion Regulation: 35% Engagement: 61% Positive Feelings: 68% Sense of Belonging: 64% Social Awareness: 61% Supportive Relationships: 86%</p> <p>Grades 6-12 (182 responses)</p> <p>Emotion Regulation: 37% Engagement: 28% Positive Feelings: 57% Sense of Belonging: 39% Social Awareness: 49% Supportive Relationships: 81%</p>	<p>In Grades 3-5:</p> <p>Positive Feelings showed a positive gain of (+1) and Engagement showed zero change since the Spring 2022 survey.</p> <p>The following areas showed the most negative gain:</p> <p>Emotion Regulation: -3 Social Awareness: -3 Supportive Relationships: -3</p> <p>In Grades 6-12:</p> <p>Emotion Regulation showed zero change since the Spring 2022 survey.</p> <p>The following areas showed the most negative gain:</p> <p>Positive Feelings: -5 Sense of Belonging: -6 Social Awareness: -8</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends

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	6	6 students are enrolled in Algebra 1 for the 22-23 school year.	The trend shows that on average there are 6 to 7 students enrolled in Algebra 1.  It also shows that the majority of the students are successful and are maintaining an average of C or better and the majority of them should score in the Met or Exceeded Area on the 22-23 NJSLA.
		% of students with a C or better		100% of these students have a C or better in Algebra 1.	
		Count of students who took the Algebra section of PARCC	*	7 students took the Algebra 1 section of the NJSLA for the 21-22 school year.	
		% of students who scored 4 or 5 on the PARCC assessment	*	35% of the students Met or Exceeded the Algebra 1 NJSLA for the 21-22 school year.	

### 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	Evaluation framework	Danielson	Based on the Realtime DOE Observation Counts (2022-2023) date*:  # Formal Observations:154  # Non-Tenured R1: 21 # Non-Tenured R2: 24 # Non-Tenured R3: 24  # Tenured R1:44 # Tenured R2:41  # Teachers on a CAP: 0 # Scheduled: 0 # Completed: All  #Highly Effective: 35 #Effective:124 # Partially Effective: 0 #Ineffective: 0	We have not had any teachers on a CAP for the last 2 years.
		# Teachers to Evaluate	75		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	24		
		Cycle 2	27		
		Cycle 3	25		
		Cycle 4	19		

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< Other Indicators - NO DATA >

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## 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	All teachers at Henry Harris know the New Jersey Student Learning Standards & Objectives for all of the curriculum areas that they teach. Teachers reference these standards & objectives when creating their lesson plans on OnCourse. Formative & Summative Assessments are given throughout each marking period as well as District Assessments being administered at the end of each marking period. Our strengths also lie in our PLC Teams. Our grade-level PLC's meet on a weekly basis, while departmental PLC's take place each month. Within these PLC's, we are regularly addressing a set of guiding questions. Answers to these questions addressed in our PLC's are reflected in our curriculum units of study. In addition, our school follows the aligned components of our units of study as set forth by the district. We consistently use student data results to reflect on and revise all components to ensure tight alignment.	Henry Harris can benefit from dedicating additional time on consistently assessing students for intervention and enrichment through a multi-tiered system approach to determine student progress in meeting the SLO's and use this data to drive changes in instruction and unit design on a consistent basis. Our school can also benefit from collaborative sharing and modeling of 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 3-Developing		
	4	A 3-Developing		
	5	A 3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Assessment	1	A	3-Developing	Teachers, Directors, and Curriculum Writing Teams provide yearly Diagnostic and quarterly District Assessments in every subject and grade. In addition, our schools utilize Teacher created formative & summative assessments, Yearly Diagnostic Benchmark Assessments, as well as Diagnostic Assessments in I-Ready, ST MATH, IXL, and SAVAAS. The data from these assessments allow teachers to form groupings of learners and develop differentiated learning opportunities. Our school implements a tiered level of targeted interventions which are routinely assessed to determine the success of these interventions.	Our area of focus needs to be on Diagnostics and the need to create and administer them to further determine the level of knowledge prior to instruction. The data from these pre-assessments will also allow the teachers to develop individual learning plans and systems of support for all learners at Henry Harris. We also need to focus on having more check-ins throughout the year to assess progress and provide interventions as needed.
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	Teachers at each grade-level are provided with one period per week for Grade Level Planning and discussion of topics relevant to their students. Teachers are also provided with the opportunity for vertical articulation during our monthly Faculty Meetings. Time is given during monthly Faculty Meetings to discuss and share ideas at PLC's. School leaders also provide opportunities for teachers to share leadership responsibilities with the school community such as becoming members on school communities, PLC's, and faculty meeting presenters.	Our area of focus needs to be on finding more time for teacher collaboration and instructional planning. Due to the numerous pull-out services for students throughout the day as well specials and other scheduling conflicts throughout the school day, teacher collaboration time is limited and often unable to occur during preparation time during the week.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		



Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	Our school motto of "Pride, Tradition, & Spirit" along with our district motto of "Kindness, Respect, and Responsibility" are what drive our entire school community. Students and staff are expected to adhere to the traits in these mottos whether they are in-person or virtual. The District Code of Conduct is given to students, parents, & guardians on our school and district websites. Teachers and Administration go over and discuss expectations of student behavior and any consequences. Within each classroom, teachers have also developed with students a classroom set of rules that are guided by the District Code of Conduct to ensure a safe environment where learning by all students at Henry Harris is implemented.	Henry Harris will continue to focus on our school motto of "Pride, Tradition, and Spirit" as well as our district motto of "Kindness, Respect, and Responsibility" throughout the school year. We will also continue to focus on allowing additional time in the schedule for faculty and staff to have collegial meetings and arrive at resolutions in which staff are not on the same page. In addition, we need to continually educate parents/guardians on lessons that address student social emotional needs that can be reinforced at home. We will also continue with our Second Step SEL Lesson curriculum implementation in all classrooms. We will also focus on education both Parents/Guardians and Students on the differences of Conflict vs. Bullying.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	3-Developing		
	12	A	2-Emerging		
	13	A	2-Emerging		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	All teachers and administrators are evaluated on the Charlotte Danielson Model Framework for evaluation. All teachers and administrators have 2 established SGO's that implement multiple measures. All teachers and administrators have developed PDP's that align with the District, School, and Individual Goals.	Henry Harris will benefit from educating new staff on the SGO's and how data is collected to achieve their goals. Although the district does provide training, more in depth explanations need to be provided to new teachers who are frequently overwhelmed. in addition, we need to carve out addition time to provide meaningful feedback to novice teachers who are eager to learn from constructive criticism.

## 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 ELA, less than 10% of our students with disabilities Met or Exceeded Expectations on the Spring 2022 NJSLA against the state rate of 17.9% and a schoolwide rate of 41.9%.	<p>1. For the 2021-2022 school year, our school had 21.4% of students with disabilities, specifically 82 students in Grades 3-8, which is higher than most schools in the district.</p> <p>2. Due to the Covid-19 pandemic, this was the first time since the 2017-2018 school year that students were back to "normal" full-time instruction. (no virtual or cohort learning). This was also the first year since 2017-2018 that students were sitting for the NJSLA.</p> <p>3. Due to substitute teacher shortage, many inclusion teachers were pulled to cover classrooms, therefore limiting services to students they service.</p>	All students; specifically Students with Disabilities population	1	IXL Diagnostic Arena/Pinpointed Levels/Personalized Instruction
				2	i-Ready Personalized Instruction
				3	Orton-Gillingham Multi-Sensory Program

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 Math, less than 10% of our students with disabilities Met or Exceeded Expectations on the Spring 2022 NJSLA against the state rate of 14.7% and a schoolwide rate of 19.1%. All subgroups also did not meet their target on the 2022 NJSLA.	<p>1. For the 2021-2022 school year, our school had 21.4% of students with disabilities, specifically 82 students in Grades 3-8, which is higher than most schools in the district.</p> <p>2. Due to the Covid-19 pandemic, this was the first time since the 2017-2018 school year that students were back to "normal" full-time instruction. (no virtual or cohort learning). This was also the first year since 2017-2018 that students were sitting for the NJSLA.</p> <p>3. Due to substitute teacher shortage, many inclusion teachers were pulled to cover classrooms, therefore limiting services to students they service.</p> <p>4. Students require more practice on foundational operational fluencies so they can perform basic operations with precision and accuracy in a timely manner.</p>	All Students; specifically Students with Disabilities	1	IXL Diagnostic Arena/Pinpointed Levels/Personalized Instruction
				2	ST MATH
				3	i-Ready Personalized Instruction

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	In Grades 6-8, students' Social Awareness, how well they consider the perspectives of others and empathize with them, has continued to decline from 56% to 49% on the Panorama Survey from Fall of 2021 to the Fall of 2022.	<p>1. Parents/Guardians do not fully understand the difference between conflict and bullying, therefore passing their ideas onto their children and creating many unnecessary HIB investigations.</p> <p>2. Students do not fully understand the difference between conflict and bullying, therefore creating many unnecessary HIB investigations.</p> <p>3. The 2021-2022 school year was the first year the Second Step Program was implemented in school and takes time for teachers &amp; staff to become familiar and work the program.</p> <p>4. Students come from stressful home environments and /or have experienced trauma</p>	All students; specifically Students in Grades 6-8	1	Second Step SEL Program
				2	Panorama Survey
				3	Student Assistance Counselor (SAC) small group and individualized counseling.

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 & Culture - Attendance/Behavior	37.6% (47 students) of our Students with Disabilities were chronically absent in the 2021-2022 school year against a state average of 17.3%	<p>1. Many of our Students with Disabilities are bused to Henry Harris due to this not being their home school. Often these students miss the bus due to various reasons such as: oversleeping, not being outside when the bus arrives, multiple siblings that attend multiple schools, etc. Because of these reasons, students do not attend school on these days.</p> <p>2. Since Covid-19, many parents are being overly cautious when their children say they don't feel well and are keeping them home out of an abundance of caution.</p> <p>3. Many students are traveling for an extended period of time on vacation and out of the country.</p>	All students; specifically Students with Disabilities population	1	Attendance Works Program
				2	Establish & Implement an Attendance Committee; Attendance Committee will analyze and look for observations & trends from data on Realtime monthly reports
				3	Monthly attendance letters distributed to Parents/Guardians of students who demonstrate trends of chronic absenteeism.

# SMART Goal 1

By June, 2024, at least 50% of all students; specifically our Students with Disabilities in Grades 3-8 will have increased their ELA Diagnostic Level by at least 30-60 points.

- Priority Performance                      In ELA, less than 10% of our students with disabilities Met or Exceeded Expectations on the Spring 2022 NJSLA against the state rate of 17.9% and a schoolwide rate of 41.9%.
- Strategy 1:                                  IXL Diagnostic Arena/Pinpointed Levels/Personalized Instruction
- Strategy 2:                                  i-Ready Personalized Instruction
- Strategy 3:                                  Orton-Gillingham Multi-Sensory Program
- Target Population:                      All students; specifically Students with Disabilities population

## Interim Goals

### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>All students in Grades 3-8 will have completed the ELA IXL Diagnostic and will have a pinpointed Diagnostic Level.</p> <p>All students in the Orton Gillingham Multi-Sensory Program will have completed the Beginning of the Year Diagnostic.</p> <p>All students in Orton Gillingham Multi-Sensory Program will complete monthly fluency assessments.</p> <p>All students in Grades KDG-2 will have completed ELA I-Ready Window 1.</p> <p>Identify students for ARMS Tutoring ELA classes for Grades 3-8.</p> <p>Identify students for 100 Book Challenge for Grades KDG through Grade 2.</p>	<p>ELA IXL Diagnostic Levels Reports from teachers</p> <p>Beginning of the Year Orton Gillingham Diagnostic (DRA #3, Words Their Way, &amp; Sight Words) Reports</p> <p>Monthly Fluency Assessment Reports for students in the Orton Gillingham Multi-Sensory Program (Acadience K-6 &amp; Dibels 7-8)</p> <p>ELA I-Ready Window 1 Reports from teachers</p> <p>ELA ARMS Rosters for Grades 3-8</p> <p>100 Book Challenge Rosters</p>
Feb 15	<p>All students in Grades 3-8 will keep their ELA IXL Diagnostic Levels current by having students answer 10-15 questions in the Diagnostic Arena each week.</p> <p>All students in Grades 3-8 will work on 2 ELA IXL Recommended Skills each week with a Smart Score of at least 80% Mastery.</p> <p>Students' ELA Diagnostic Levels will increase 10-20 points from previous check-in.</p> <p>All students in Orton Gillingham Multi-Sensory Program will complete monthly fluency assessments.</p> <p>All students in Grades KDG-2 will have completed ELA I-Ready Window 2.</p> <p>At least 70% of students identified for ARMS Tutoring ELA classes in Grades 3-8 will be attending on a weekly basis.</p> <p>At least 70% of students identified for 100 Book Challenge in Grades KDG through Grade 2 will be attending on a weekly basis.</p>	<p>ELA IXL Diagnostic Levels Reports from teachers</p> <p>Monthly Fluency Assessment Reports for students in the Orton Gillingham Multi-Sensory Program (Acadience K-6 &amp; Dibels 7-8)</p> <p>ELA I-Ready Window 2 Reports from teachers</p> <p>Weekly ARMS Attendance Reports</p> <p>Weekly 100 Book Challenge Attendance Reports</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	<p>All students in Grades 3-8 will keep their ELA IXL Diagnostic Levels current by having students answer 10-15 questions in the Diagnostic Arena each week.</p> <p>All students in Grades 3-8 will work on 2 ELA IXL Recommended Skills each week with a Smart Score of at least 80% Mastery.</p> <p>Students' ELA Diagnostic Levels will increase 10-20 points from previous check-in.</p> <p>All students in the Orton Gillingham Multi-Sensory Program will have completed the Middle of the Year Diagnostic.</p> <p>All students in Orton Gillingham Multi-Sensory Program will complete monthly fluency assessments.</p> <p>All students in the Orton Gillingham Multi-Sensory Program will have completed the Middle of the Year Diagnostic.</p> <p>All students in Orton Gillingham Multi-Sensory Program will complete monthly fluency assessments.</p> <p>All students in Grades KDG-2 will have completed ELA I-Ready Window 3.</p> <p>At least 70% of students identified for ARMS Tutoring ELA classes in Grades 3-8 will be attending on a weekly basis.</p> <p>At least 70% of students identified for 100 Book Challenge in Grades KDG through Grade 2 will be attending on a weekly basis.</p>	<p>ELA IXL Diagnostic Levels Reports from teachers</p> <p>Middle of the Year Orton Gillingham Diagnostic (DRA #3, Words Their Way, &amp; Sight Words) Reports</p> <p>Monthly Fluency Assessment Reports for students in the Orton Gillingham Multi-Sensory Program (Acadience K-6 &amp; Dibels 7-8</p> <p>ELA I-Ready Window 3 Reports from teachers</p> <p>Weekly ARMS Attendance Reports</p> <p>Weekly 100 Book Challenge Attendance Reports</p>
Jul 1	<p>By June, 2024, at least 50% of all students; specifically our Students with Disabilities in Grades 3-8 will have increased their ELA Diagnostic Level by at least 30-60 points.</p>	<p>ELA IXL Diagnostic Levels Reports from teachers (Growth from November 2023 to June 2024)</p> <p>ELA I-Ready Reports from teachers (Growth from Window 1 to Window 3)</p>



## Action Steps

### SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Students in Grades 3-8 will complete the ELA IXL Diagnostic and receive a pinpointed level.	9/26/23	11/15/23	
1	2	All students in Grades KDG through Grade 2 will have completed the I-Ready Window 1.	9/26/23	11/15/23	
1	3	All students in the Orton Gillingham Multi-Sensory Program will have completed the Beginning of the Year Diagnostic (DRA #3; Reading Level, Words Their Way; Spelling Assessment, and Sight Words; High Frequency Words Assessment).	9/26/23	11/15/23	
2	3	All students in the Orton Gillingham Multi-Sensory Program will have completed the Middle of the Year Diagnostic (DRA #3; Reading Level, Words Their Way; Spelling Assessment, and Sight Words; High Frequency Words Assessment).	11/16/23	4/15/24	
2	1	Students will continually update their Diagnostic Arena by completing 10-15 questions per week.	9/26/23	5/24/24	
2	2	All students in Grades KDG through Grade 2 will have completed the I-Ready Window 2.	11/21/23	2/15/24	
3	3	All students in the Orton Gillingham Multi-Sensory Program will have completed the End of the Year Diagnostic (DRA #3; Reading Level, Words Their Way; Spelling Assessment, and Sight Words; High Frequency Words Assessment).	4/16/24	6/7/24	
3	1	Students will complete 1 Recommended Skill per day to at least 80% Mastery.	9/26/23	5/24/24	
3	2	All students in Grades KDG through Grade 2 will have completed the I-Ready Window 3.	2/20/24	4/15/24	
4	1	Certificates given to students in Grades 3-8 who have increased their Diagnostic Levels 10-20 points from their previous level at each check in.	9/26/23	5/24/24	

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
4	2	All students in Grades KDG through Grade 2 will complete I-Ready personalized instruction plans.	9/26/23	5/31/24	
4	3	Student Completion Certificates for all students.	5/1/24	6/7/24	
5	3	Multi-Sensory Reading Teacher	9/12/23	6/28/24	

## Budget Items

### SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Multi-Sensory Reading Teacher Salary	INSTRUCTION - Personnel Services - Salaries / 100-100	\$59,000	State/Local
1	IXL Math Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	State/Local
4	I-Ready ELA program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	State/Local
4	IXL Student Recognition Certificates	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local
1	Manipulatives for Beginning of Year Diagnostic	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Manipulatives for Middle of Year Diagnostic	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local
3	Manipulatives for End of year Diagnostic	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local
4	Student Completion Certificates	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local

## SMART Goal 2

By June, 2024, at least 50% of all students, specifically our Students with Disabilities in Grades 3-8 will have increased their Math Diagnostic Level by at least 30-60 points.

**Priority Performance** In Math, less than 10% of our students with disabilities Met or Exceeded Expectations on the Spring 2022 NJSLA against the state rate of 14.7% and a schoolwide rate of 19.1%. All subgroups also did not meet their target on the 2022 NJSLA.

**Strategy 1:** IXL Diagnostic Arena/Pinpointed Levels/Personalized Instruction

**Strategy 2:** ST MATH

**Strategy 3:** i-Ready Personalized Instruction

**Target Population:** All Students; specifically Students with Disabilities

## Interim Goals

### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>All students in Grades 3-8 will have completed the Math IXL Diagnostic and will have a pinpointed Diagnostic Level.</p> <p>All students in Grades KDG-2 will have completed Math I-Ready Window 1.</p> <p>All students in Grades KDG-8 will complete 30 minutes of their ST Math Journey on a weekly basis.</p> <p>Identify students for ARMS Tutoring Math classes for Grades 3-8.</p>	<p>Math IXL Diagnostic Levels Reports from teachers</p> <p>Math I-Ready Window 1 Reports</p> <p>ST Math Productivity Reports</p> <p>Math ARMS Rosters for Grades 3-8</p>
Feb 15	<p>All students in Grades 3-8 will keep their Math IXL Diagnostic Levels current by having students answer 10-15 questions in the Diagnostic Arena each week.</p> <p>All students in Grades 3-8 will work on 2 Math IXL Recommended Skills each week with a Smart Score of at least 80% Mastery.</p> <p>Students' Math Diagnostic Levels will increase 10-20 points from previous check-in.</p> <p>All students in Grades KDG-2 will have completed Math I-Ready Window 2.</p> <p>All students in Grades KDG-8 will complete 45 minutes of their ST Math Journey on a weekly basis.</p> <p>At least 70% of students identified for ARMS Tutoring Math classes in Grades 3-8 will be attending on a weekly basis.</p>	<p>Math IXL Diagnostic Levels Reports from teachers</p> <p>Math I-Ready Window 1 Reports</p> <p>ST Math Productivity Reports</p> <p>Weekly ARMS Attendance Reports</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	<p>All students in Grades 3-8 will keep their Math IXL Diagnostic Levels current by having students answer 10-15 questions in the Diagnostic Arena each week.</p> <p>All students in Grades 3-8 will work on 2 Math IXL Recommended Skills each week with a Smart Score of at least 80% Mastery.</p> <p>Students' Math Diagnostic Levels will increase 10-20 points from previous check-in.</p> <p>All students in Grades KDG-2 will have completed Math I-Ready Window 3.</p> <p>All students in Grades KDG-8 will complete 60 minutes of their ST Math Journey on a weekly basis.</p> <p>At least 70% of students identified for ARMS Tutoring Math classes in Grades 3-8 will be attending on a weekly basis.</p>	<p>Math IXL Diagnostic Levels Reports from teachers</p> <p>Math I-Ready Window 1 Reports</p> <p>ST Math Productivity Reports</p> <p>Weekly ARMS Attendance Reports</p>
Jul 1	<p>By June, 2024, at least 50% of all students, specifically our Students with Disabilities in Grades 3-8 will have increased their Math Diagnostic Level by at least 30-60 points.</p>	<p>Math IXL Diagnostic Levels Reports from teachers (Growth from November 2023 to June 2024)</p> <p>Math I-Ready Reports (Growth from Window 1 to Window 3)</p> <p>ST Math Productivity Reports</p>

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	All students in Grades KDG through Grade 2 will have completed the I-Ready Window 1.	9/26/23	11/15/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Students in Grades 3-8 will complete the Math IXL Diagnostic and receive a pinpointed level.	9/26/23	5/24/24	
1	2	Students will work for 30 minutes per week on their ST MATH Journey.	9/26/23	11/15/23	
2	1	Students will continually update their Diagnostic Arena by completing 10-15 questions per week.	9/26/23	5/24/24	
2	2	Students will work for 45 minutes per week on their ST MATH Journey.	11/16/23	2/15/24	
2	3	All students in Grades KDG through Grade 2 will have completed the I-Ready Window 2.	11/21/23	2/15/24	
3	1	Students will complete 1 Recommended Skill per day to at least 80% Mastery.	9/26/23	5/24/24	
3	2	Students will work for 60 minutes per week on their ST MATH Journey.	2/16/24	5/30/24	
3	3	All students in Grades KDG through Grade 2 will have completed the I-Ready Window 3.	2/20/24	4/15/24	
4	3	All students in Grades KDG through Grade 2 will complete I-Ready personalized instruction plans.	9/26/23	5/31/24	
4	1	Certificates given to students in Grades 3-8 who have increased their Diagnostic Levels 10-20 points from their previous level at each check in.	9/26/23	5/24/24	
4	2	Students who complete their ST MATH Journey will be celebrated with certificates.	9/26/23	5/31/24	

## Budget Items

### SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	IXL MATH Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	State/Local
1	ST MATH Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	State/Local
4	I-Ready Math Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	State/Local
4	IXL Student Recognition Certificates	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local
4	ST MATH Journey Completion Certificates	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local



## SMART Goal 3

By June, 2024, increase between 2% and 5% in the area of Social Awareness on the Panorama Survey for students in Grades 6-8.

**Priority Performance** In Grades 6-8, students' Social Awareness, how well they consider the perspectives of others and empathize with them, has continued to decline from 56% to 49% on the Panorama Survey from Fall of 2021 to the Fall of 2022.

**Strategy 1:** Second Step SEL Program

**Strategy 2:** Panorama Survey

**Strategy 3:** Student Assistance Counselor (SAC) small group and individualized counseling.

**Target Population:** All students; specifically Students in Grades 6-8

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>New teachers will have completed the online training for Second Step SEL Middle School Program.</p> <p>Develop a schedule for weekly Second Step SEL Lessons.</p> <p>Weekly implementation of Second Step SEL lessons; focusing on Social Awareness: how well they consider the perspectives of others and empathize with them.</p> <p>Educate Parents/Guardians on the difference between Conflict vs. Bullying at "Back to School" Night.</p>	<p>Completion Certificates of Second Step SEL training</p> <p>Yearly Schedule of SEL lessons</p> <p>Weekly SEL lessons documented in Oncourse Lesson Plans</p> <p>Back to School Night Agenda</p> <p>Educational pamphlet on Conflict vs. Bullying</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	<p>Students in Grades 6-8 will have taken the Fall 2023 Panorama Survey.</p> <p>Students identified from the Panorama Survey will be receiving additional mental health counseling in either individual or small groups from the SAC counselor.</p> <p>Continuation of implemented Second Step SEL lessons on a weekly basis; focusing on Social Awareness: how well they consider the perspectives of others and empathize with them.</p>	<p>Grades 6-8 Fall 2023 Panorama Survey Results.</p> <p>SAC counselor logs of meetings with identified students.</p> <p>SEL lesson plans documented in Oncourse</p>
Apr 15:	<p>Students in Grades 6-8 will have taken the Spring 2024 Panorama Survey.</p> <p>Students identified from the Panorama Survey will be receiving additional mental health counseling in either individual or small groups from the SAC counselor.</p> <p>Continuation of implemented Second Step SEL lessons on a weekly basis; focusing on Social Awareness: how well they consider the perspectives of others and empathize with them.</p>	<p>Grades 6-8 Spring 2024 Panorama Survey Results</p> <p>SAC counselor logs of meetings with identified students</p> <p>SEL lesson plans documented in Oncourse</p>
Jul 1	<p>By June, 2024, increase between 2% and 5% in the area of Social Awareness on the Panorama Survey for students in Grades 6-8.</p>	<p>Grades 6-8 Panorama Survey Results Reports (Growth in the area of "How well students consider the perspective of others and empathize with them" from Fall 2023 to Spring 2024 survey)</p>

## Action Steps

### SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	SAC Counselor will provide small group and individualized counseling on an as needed basis	9/26/23	5/31/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Develop a schedule for weekly Second Step SEL Lessons.	9/5/23	9/29/23	
1	2	Administration of Fall 2023 Panorama Survey to students in Grades 6-8.	9/5/23	11/15/23	
2	1	New teachers in Grades 6-8 will complete the Second Step SEL Middle School Online Training.	9/26/23	11/15/23	
2	2	Administration of Spring 2024 Panorama Survey to students in Grades 6-8.	2/15/24	5/31/24	
2	3	SAC Counselor will be assigned to Henry Harris School for the 2023-2024 school year	9/1/23	6/28/24	
3	1	Weekly implementation of Second Step SEL Lessons with a focus on Social Awareness.	9/26/23	5/30/24	
4	1	Educate Parents/Guardians on the difference between Conflict vs. Bullying at "Back to School" Night.	9/5/23	10/6/23	
6	1	Implementation of weekly Grades 6-8 Second Step SEL Lessons focusing on Social Awareness.	9/29/23	5/31/24	

## Budget Items

### SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Panorama Survey Program/Software	FACILITIES - Instructional Equipment / 400-731	\$4,000	ESSER/ESSER II/ARP
2	SAC Counselor Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$60,000	State/Local

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Second Step Social Emotional Learning Program	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$3,000	Other Federal

# SMART Goal 4

By June, 2024, decrease the number of Students with Disabilities who are chronically absent by at least 5%.

Priority Performance                      37.6% (47 students) of our Students with Disabilities were chronically absent in the 2021-2022 school year against a state average of 17.3%

Strategy 1:                      Attendance Works Program

Strategy 2:                      Establish & Implement an Attendance Committee; Attendance Committee will analyze and look for observations & trends from data on Realtime monthly reports

Strategy 3:                      Monthly attendance letters distributed to Parents/Guardians of students who demonstrate trends of chronic absenteeism.

Target Population:                      All students; specifically Students with Disabilities population

## Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>Establish an Attendance Committee consisting of numerous stakeholders within the school community</p> <p>Send home Back to School: Attendance Works- Importance of Attendance Letters to Parents &amp; Guardians</p> <p>Show Attendance Works: "Bringing Attendance Home"-Parent Video at Back to School Night</p> <p>Email and post to Schoology and social media accounts Parent/Guardian Infographics and Resources on Attendance</p> <p>Attendance Committee will Identify students in the Students with Disabilities Subgroup who have excessive absences on a monthly basis</p> <p>Attendance Committee will reach out to parents/guardians of students identified with excessive absences on a monthly basis</p> <p>Have Attendance Officer visit homes of students who are frequently truant or absent</p> <p>Recognize students who have achieved Perfect Attendance on a monthly basis.</p>	<p>Attendance Committee monthly agendas</p> <p>Attendance Committee monthly reports of identified students</p> <p>Attendance Committee monthly Parent/Guardian Contact Log Sheets</p> <p>Attendance Officer monthly Parent/Guardian Contact Log Sheets</p> <p>"Back to School" Night Agenda</p> <p>Schoology and Social Media posts</p> <p>Monthly recognition Perfect Attendance Certificates.</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	<p>Attendance Committee will continue to identify students in the Students with Disabilities Subgroup who have excessive absences on a monthly basis</p> <p>Attendance Committee will continue reach out to parents/guardians of students identified with excessive absences on a monthly basis</p> <p>Have Attendance Officer visit homes of students who are frequently truant or absent</p> <p>Continue to email and post to Schoology and social media accounts Parent/Guardian Infographics and Resources on Attendance</p> <p>Recognize students who have achieved Perfect Attendance on a monthly basis.</p>	<p>Attendance Committee monthly agendas</p> <p>Attendance Committee monthly reports of identified students</p> <p>Attendance Committee monthly Parent/Guardian Contact Log Sheets</p> <p>Attendance Officer monthly Parent/Guardian Contact Log Sheets</p> <p>Schoology and Social Media posts</p> <p>Monthly recognition Perfect Attendance Certificates.</p>
Apr 15:	<p>Attendance Committee will continue to identify students in the Students with Disabilities Subgroup who have excessive absences on a monthly basis</p> <p>Attendance Committee will continue reach out to parents/guardians of students identified with excessive absences on a monthly basis</p> <p>Have Attendance Officer visit homes of students who are frequently truant or absent</p> <p>Continue to email and post to Schoology and social media accounts Parent/Guardian Infographics and Resources on Attendance</p> <p>Recognize students who have achieved Perfect Attendance on a monthly basis.</p>	<p>Attendance Committee monthly agendas</p> <p>Attendance Committee monthly reports of identified students</p> <p>Attendance Committee monthly Parent/Guardian Contact Log Sheets</p> <p>Attendance Officer monthly Parent/Guardian Contact Log Sheets</p> <p>Schoology and Social Media posts</p> <p>Monthly recognition Perfect Attendance Certificates.</p>
Jul 1	<p>By June, 2024, decrease the number of Students with Disabilities who are chronically absent by at least 5%.</p>	<p>End of Year Realtime Reports</p>

## Action Steps

### SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Attendance Committee will analyze monthly Realtime attendance reports on a monthly basis to identify students who demonstrate trends of chronic absenteeism.	9/29/23	5/31/24	
1	1	Establish an Attendance Committee	9/12/23	9/29/23	
1	2	Establish an Attendance Committee of various stakeholders within the school community.	9/12/23	10/31/23	
2	1	Send home "Back to School" Attendance Letters	9/12/23	9/29/23	
2	3	Monthly attendance letters will be distributed to Parents/Guardians who have been identified by the Attendance Committee of students who demonstrate trends of chronic absenteeism.	9/29/23	5/31/24	
2	2	Attendance Committee will meet on a monthly basis to analyze monthly Realtime Attendance Reports.	10/2/23	5/31/24	
3	1	Show "Bringing Attendance Home" Parent Video at "Back to School" Night	9/12/23	9/29/23	
3	2	Compile monthly lists of students of students who demonstrate trends of chronic absenteeism.	10/2/23	5/31/24	
4	1	Email and post to Schoology and social media accounts "Attendance Works" Infographics and Resources	10/2/23	5/31/24	
4	2	Recognize students on a monthly basis who have demonstrated Perfect Attendance with certificates.	10/2/23	5/31/24	
5	1	Attendance Committee will identify students who have excessive absences on a monthly basis	10/2/23	5/31/24	
6	1	Attendance Committee will reach out to parents/guardians of students identified with excessive absences on a monthly basis	10/2/23	5/31/24	



Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
7	1	Have Attendance Officer visit homes of students who are frequently truant or absent	10/2/23	5/31/24	

## Budget Items

### SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
7	Attendance Officer Salary	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$5,000	State/Local
2	Supplies for Attendance Letters	SUPPORT SERVICES - Supplies & Materials / 200-600	\$200	State/Local
4	Perfect Attendance Certificates	SUPPORT SERVICES - Supplies & Materials / 200-600	\$500	State/Local
2	Monthly Attendance Letters Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	\$200	State/Local

## Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Title I Teacher Salaries-3	9/1/23	6/30/24	Building	INSTRUCTION - Personnel Services - Salaries / 100-100	\$184,324.00	Federal Title I (School
Instructional Supplies	9/1/23	6/30/24	Teachers	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	\$117,967.00	Federal Title I (School
Non-Instructional Supplies--Bookbags	9/1/23	6/30/24	Building Wide	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 Intervention s Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$59,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$59,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$25,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$25,000
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$3,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,500
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$87,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$87,500
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$60,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$60,000
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$3,000	\$0	\$0	\$3,000
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Intervention s Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocate d Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicabl e) Allocated to School	SIA Carryove r	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$900	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$900
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		\$65,900	\$0	\$0	\$0	\$0	\$3,000	\$0	\$0	\$68,900
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$4,000	\$0	\$0	\$0	\$4,000
FACILITIES	Noninstructi onal Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$4,000	\$0	\$0	\$0	\$4,000
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			\$153,400	\$0	\$0	\$0	\$4,000	\$3,000	\$0	\$0	\$160,400

# 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	\$348,098	\$0	\$348,098
Total	\$0	\$348,098	\$0	\$348,098

## 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		Effective Instruction
x		Social and Emotional Learning
x		Climate & Culture - Attendance/Behavior
	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: Maria Kazimir

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.
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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