WOODROW WILSON COMMUNITY SCHOOL

District:	BAYONNE CITY	School Identification:	NA
County:	HUDSON	Targeted Subgroup	
Team:	NA	CDS:	170220130

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	Maureen Hurley-Brown	Yes	Yes	Yes		
Assistant Principal	Tara Furmaniak	Yes	Yes	Yes		
Counselor	Maria Pagano	Yes	Yes	Yes		
Secretary	Joanne Seitz	Yes	Yes	Yes		
Teacher	Tina Kang	Yes	Yes	Yes		
Title 1 Interventionist	Gina Puchinsky	Yes	Yes	Yes		
Interventionist	Katherine Gregorian	Yes	Yes	Yes		
Paraprofessional	Tanya McCormack	Yes	Yes	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Cheryl Feuer	Yes	Yes	No		
Community Member	Kerri Ashe	Yes	Yes	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/27/2023	Prior Year Evaluation	Yes	Yes
05/04/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/12/2023	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/31/2023	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

				PRIOR YEAR INTERVENTIONS			
Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
IXL	Reading	Grade 2 students	Yes	Yes	Yes	IXL is a platform that is used to assess student growth, and areas in need of support. It allows educators to view skills that need to be better addressed, and personalizing tailored instruction.
ST Math	Math	Grade 2 students	Yes	Yes	Yes	ST Math is a visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems.
Second Step Program / Panorama Survey	SEL	Students in Grades 6-8	Yes	Yes	Yes	The current SEL curriculum, Second Step allows educators and students to assess their knowledge of conflict and bullying and help the culture and climate of the school to address areas of weakness. The Panorama Social-Emotional Learning (SEL) Questionnaire measures student mindsets, behaviors, and attitudes that might be related to success in school and beyond the classroom.

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)
IXL	Math	Students in grade 3	Yes	Yes	Yes	IXL is a platform that is used to assess student growth, and areas in need of support. It allows educators to view skills that need to be better addressed, and personalizing tailored instruction.
DRA	ELA	Students in grade 3	Yes	Yes	Yes	The DRA is used by the district toThe DRA allows teachers to determine each student's instructional level for reading and provides a method for evaluating their individual reading growth over time.

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.		This data has been prepopulated.	Data was not taken during the 2020/21 SY
Science*	NJSLA Science Homepage, https:/measinc-nj-science.com/		N/A	N/A
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					The participation was met	N/A
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	100%		
		1	100%	100%	100%	100%		
		2	100%	100%	100%	100%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	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	100%	100%	100%	100%		
		1	100%	100%	100%	100%		
		2	100%	100%	100%	100%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	93%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		9	100%	100%	100%	100%		

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Data displayed	Students that are classified seem to be scoring lower on our benchmarks. Furthermore, attendance rates have effected participation.
		K	27%	57.4%	79.4%	79.5%		
		1	14.8%	47.5%	66.7%	66.7%		
		2	23.6%	47.7%	64.6%	64.6%		
		3	51.3%	56.8%	74.3%	75.7%		
		4	51%	61%	80.4%	53.8%		
		5	44.4%	84.9%	89.3%	94.5%		
		6	65.5%	63.6%	82.9%	59.7%		
		7	9.3%	97.01%	68.5%	73.2%		
		8	56.3%	70.8%	100%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Data displayed	Students that are classified seem to be scoring lower on our benchmarks. Furthermore, attendance rates have effected participation.
		K	14.3%	34.4%	61.9%	61.9%		
		1	3%	20.3%	61.7%	61.7%		
		2	7%	16.9%	49.2%	49.2%		
		3	62.3%	49.5%	72.5%	81.2%		
		4	92.7%	86.2%	89.1%	94.4%		
		5	55.5%	70.4%	64.3%	66.1%		
		6	46.2%	51.3%	43.3%	44.6%		
		7	5.2%	51.6%	86.8%	71%		
		8	74.2%	78.5%	81.5%	78.8%		
		9	100%	100%	100%	100%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	18.2%	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	731	Enrollment by Grade: PK -57 K -92 1st- 73 2nd- 72 3rd-71 4th-72 5th- 61 6th- 79 7th- 63 8th- 75 Sept 2022- 723 October - 728 November- 731 December - 723 January - 728 February -728 March- 736 April - 737 May - 736 June - 735	The districts Autism Program is housed at Woodrow Wilson School These counts include those students.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	92.87%	Data is displayed	Data displayed
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		
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	12.45%	Patterns include students in grades PK which had the highest total absences.	PreK attendance assisted in the 12.45% overall.
		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	95.78%	N/A	Woodrow Wilson School has a high number of staff

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%	Total OOS Suspensions was significantly higher this year.	WWS had a high number of suspensions this year due to after school hour fighting that occurred off school grounds
		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	0.67%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Graduation Cohort (HS ONLY) - 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)			
Post-Secondary Rates	% of students that enroll in post-secondary institution.			
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT			

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	12		
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	10		
		% of students who scored 4 or 5 on the PARCC assessment	90%		

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	Charolette Danielson		Teachers are understanding of the Danielson Framework and the requirements of each domain. Our PreK High Scope Curriculum is implemented as necessary and instruction is primarily small group with rotations.
		# Teachers to Evaluate	54		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	7		
		Cycle 2	9		
		Cycle 3	0		
		Cycle 4	0		

< Other Indicators - NO DATA >

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	Our curriculum team/writers is constantly updating our units of study. We assess students to determine their progress in meeting those SLOs and use the data to drive changes in instruction and unit design. These are aligned to our units of study. Data is used to determine which areas we need to focus on.	During our PLCs we model instructional strategies, and will continue to share best practices. Understanding the need to adjust our strategies is imperative to student success.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	3-Developing	District assessments are standard throughout the district. Each content area follows a unit plan to ensure each school is assessing students during the appropriate times. Assessment strategies and data use are continually evaluated and adjusted as needed.	Universal screeners and common formative assessments are planned to be utilized.
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	Common PLC's are embedded in our teachers schedules, along with one monthly building meeting and one monthly curriculum meeting.	Effective collaboration is paramount in the success of this component.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	The culture and climate of our building is imperative and always ongoing to improve. Our Choose Kind campaign is essential in the development of students and staff. Along with student culture our staff is also given the Panorama Survey to assess areas of weakness.	We will continue to reflect on our climate and finds areas of improvement to ensure our schools mission is successful. Our School Climate Team is heavily involved in this task.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	4-Sustaining		
	10	A	3-Developing		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	Research-based evaluation frameworks are utilized to evaluate teachers and principals.	We will focus on specific and actionable feedback.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Students in grades 6 scored about 12% lower than the state average for Math assessments.	Students need more practice on foundational computational skills so they can build academic self esteem and perform calculations quickly. Weak fact fluency and reading skills make it difficult for students to successfully work through complex multi-step problems.	Grade 6 - Math	1	ST Math
				2	LinkIt!
				3	IXL
Social and Emotional Learning	SEL is helpful to both children and adults, increasing self-awareness, academic achievement and positive behaviors both in and out of the classroom. Teachers and parents have reported students struggling with their emotions and socialization.	There have been 23 total HIB investigations. Of that 23, 39.1% of these investigations are identified to grades 5 and 6. According to the American Academy of Pediatrics, mental health challenges among children, adolescents, and their families have worsened since the onset of the pandemic. Children and families across the country have experienced enormous adversity and disruption; communities of color have been	Grades 5 and 6	1	Second Step Curriculum
				2	
				3	
Effective Instruction	Students in grades 3 scored about 25% lower than the state average for ELA assessments	The pandemic and subsequent remote learning hindered the students ability to be fully immersed in explicit phonics instruction and differentiated reading instruction necessary to develop and strengthen the skills needed to read on or above grade level.	Grade 3 ELA	1	LinkIt!
				2	IXL
				3	DRA

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	Students in grades 5 scored about 25% lower than the state average for Math assessments	Students need more practice on foundational computational skills so they can build academic self esteem and perform calculations quickly. Weak fact fluency and reading skills make it difficult for students to successfully work through complex multi-step problems.	Grade 5 Math	1	LinkIt!	
				2	IXL	
				3	ST Math	

SMART Goal 1

By June 2024, at least 50% of students in grade 6 will be performing at or above grade level in Mathematics.

Priority Performance   Students in grades 6 scored about 12% lower than the state average for Math assessments.

Strategy 1:   ST Math

Strategy 2:   LinkIt!

Strategy 3:   IXL

Target Population: Grade 6 - Math

Interim Goals
SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2023, at least 20% of students in grade 6 will be performing at or above grade level.	ST Math, Linkit, and IXL Data
Feb 15	By February 2024, at least 30% of students in grade 6 will be performing at or above grade level.	ST Math, Linkit, and IXL Data
Apr 15:	By April 2024, at least 35% of students in grade 6 will be performing at or above grade level.	ST Math, Linkit, and IXL Data
Jul 1	By June 2024, at least 50% of students in grade 6 will be performing at or above grade level in Mathematics.	ST Math, Linkit, and IXL Data

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	IXL Diagnostic will be given	9/19/23	9/29/23	
1	3	IXL will be administered	9/12/23	6/11/24	
1	2	Data from Linkit will be reviewed	9/12/23	6/11/24	
2	1	Students will continue to utilize IXL throughout the year	9/29/23	6/4/24	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	IXL LICENSES	INSTRUCTION - Other Purchased Services / 100-500	$5,223	State/Local

SMART Goal 2

By June 2024, 70% of students in grades 5 and 6 will demonstrate proficiency in understanding the indicators of Peer Conflict vs HIB as indicated by the NJ ABR law.

Priority Performance   SEL is helpful to both children and adults, increasing self-awareness, academic achievement and positive behaviors both in and out of the classroom. Teachers and parents have reported students struggling with their emotions and socialization.

Strategy 1:   Second Step Curriculum

Strategy 2:

Strategy 3:

Target Population: Grades 5 and 6

Interim Goals
SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2023, 40% of students in grades 5 and 6 will demonstrate proficiency in understanding the indicators of Peer Conflict vs HIB as indicated by the NJ ABR law.	Peer Conflict vs HIB Assessment
Feb 15	By February 2024, 50% of students in grades 5 and 6 will demonstrate proficiency in understanding the indicators of Peer Conflict vs HIB as indicated by the NJ ABR law.	Peer Conflict vs HIB Assessment
Apr 15:	By April 2024, 60% of students in grades 5 and 6 will demonstrate proficiency in understanding the indicators of Peer Conflict vs HIB as indicated by the NJ ABR law.	Peer Conflict vs HIB Assessment

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2024, 70% of students in grades 5 and 6 will demonstrate proficiency in understanding the indicators of Peer Conflict vs HIB as indicated by the NJ ABR law.	Peer Conflict vs HIB Assessment

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Second Step Curriculum	9/12/23	6/4/24	
2	1	Panorama Survey	9/12/23	6/4/24	

Budget Items

SMART Goal 2

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
2	PANORAMA LICENSING	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$4,500	Other Federal

SMART Goal 3

By June 2024, at least 50% of students in grade 3 will be performing at or above grade level in ELA.

Priority Performance   Students in grades 3 scored about 25% lower than the state average for ELA assessments

Strategy 1:   LinkIt!

Strategy 2:   IXL

Strategy 3:   DRA

Target Population: Grade 3 ELA

Interim Goals
SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2023 at least 20% of students in grade 3 will be performing at or above grade level in ELA.	Linkit, IXL and DRA Data
Feb 15	By February 2024 at least 30% of students in grade 3 will be performing at or above grade level in ELA.	Linkit, IXL and DRA Data
Apr 15:	By April 2024 at least 35% of students in grade 3 will be performing at or above grade level in ELA.	Linkit, IXL and DRA Data
Jul 1	By June 2024, at least 50% of students in grade 3 will be performing at or above grade level in ELA.	Linkit, IXL and DRA Data

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	IXL, ST Math and DRA will be given throughout the year	9/12/23	6/4/24	
1	3	DRA will be administered	9/12/23	6/11/24	
1	2	IXL Diagnostic will be administered	9/12/23	6/11/24	

Budget Items

SMART Goal 3

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

SMART Goal 4

By June 2024, at least 50% of students in grade 5 will be performing at or above grade level in Math,

Priority Performance   Students in grades 5 scored about 25% lower than the state average for Math assessments

Strategy 1:   LinkIt!

Strategy 2:   IXL

Strategy 3:   ST Math

Target Population: Grade 5 Math

Interim Goals
SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2023, at least 20% of students in grade 5 will be performing at or above grade level in Math,	Linkit, IXL, STMath Data
Feb 15	By February 2024, at least 30% of students in grade 5 will be performing at or above grade level in Math,	Linkit, IXL, STMath Data
Apr 15:	By April 2024, at least 35% of students in grade 5 will be performing at or above grade level in Math,	Linkit, IXL, STMath Data
Jul 1	By June 2024, at least 50% of students in grade 5 will be performing at or above grade level in Math,	Linkit, IXL, STMath Data

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	IXI, ST Math will be utilized throughout the year	9/12/23	6/11/24	
1	3	ST Math will be utilized throughout the year	9/12/23	6/11/24	
1	2	IXI Diagnostic will be given	9/12/23	6/11/24	
2	1	Linkit Data will be analyzed	9/12/23	6/11/24	

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 SALARIES-3	9/1/23	6/30/24	BUILDING	INSTRUCTION - Personnel Services - Salaries / 100-100	$228,477.00	Federal Title I (School
TITLE I TEACHER BENEFITS	9/1/23	6/30/24	BUILDING	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$146,225.00	Federal Title I (School
TITLE I BACKPACKS	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	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	$10,000	$0	$0	$0	$0	$9,500	$0	$0	$19,500
INSTRUCTION	Other Purchased Services	100-500	$5,223	$0	$0	$0	$0	$0	$0	$0	$5,223
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$15,223	$0	$0	$0	$0	$9,500	$0	$0	$24,723
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			$15,223	$0	$0	$0	$0	$9,500	$0	$0	$24,723

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	$410,539	$0	$410,539
Total	$0	$410,539	$0	$410,539

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		Social and Emotional Learning
x		Effective Instruction
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: Maureen Brown

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