

WALTER F. ROBINSON COMMUNITY SCHOOL

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220030

Annual School Planning 2021-2022

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Karen Fiermonte	Yes	Yes	Yes		
Assistant Principal	Areta Costello	Yes	Yes	Yes		
District Bilingual/ESL	Juana Saborido	Yes	Yes	Yes		
ELA Teacher/Data Team Members	Valerie Yurchak	Yes	Yes	Yes		
Math Teacher/Data Team Member	Patricia Veverka	Yes	Yes	Yes		
Teacher/Parent	Nada Makary	Yes	Yes	Yes		
School Counselor	Leslie Cirillo	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/27/2021	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/28/2021	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
04/30/2021	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
04/27/2021	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment	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)
Data Analysis Presentations/PLCs	Grades 3-8 ELA and Math (All students)	All Gr. 3-8 students, (GE, SE, ELL)	Yes	Yes	Yes	In the absence of 2019-2020 and 2020-2021 NJSLA data, 2018-2019 NJSLA data, classroom student achievement, and Strong Start scores were reviewed. PLCs were effective in identifying gaps in achievement. Start Strong data revealed that on average 42% of students in grade 4 through 8 were in need of strong Mathematics support following the pandemic. Whereas on average 27% of students in grade 4 through 8 were in need of strong ELA support following the pandemic.
ARMS Classes	Grades 3-8 ELA and Math (All students)	All Gr. 3-8 students, (GE, SE, ELL)	Yes	Yes	Yes	In the absence of 2019-2020 and 2020-2021 NJSLA data, 2018-2019 NJSLA data, classroom student achievement, and student tracking reports from online platforms (IXL) were reviewed. Students had an average monthly IXL ELA growth of +4.2 points. Students had an average monthly IXL Math growth of +3.7 points.

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)
Best Practices PLC's	All Subjects	General Education, Special Education, ELLs	Yes	Yes	Yes	In the absence of 2019-2020 and 2020-2021 NJSLA data, classroom student assessments were reviewed. Student's Math DA3 scores show that students in grades 5, 6 & 8 need targeted interventions (passing percentages of 44, 56 & 58% respectively).
Arabic/Latino Family Workshops	All subjects	Gr. K-8 Bilingual Spanish/Arabic/ELLs	Yes	Yes	Yes	Both the Arabic and Latino Family workshops were held in person until March 13, 2020. Attendance rates show higher percentages of attendance for Gr. K-3 comprise 74% of parent attendance for workshops. There is a need to increase attendance for parents of Gr. 4-8 students.
Middle School Concept for Bilingual Arabic and Spanish Programs	All subjects	Gr. 6-8 ELL	Yes	Yes	Yes	In the absence of 2019-2020 and 2020-2021 NJSLA data, classroom student assessments were reviewed. A review of Gr. 6-8 classroom assessment data shows students passing ESL Coursework with a 70 or better as 89,92 and 90% respectively.
Board Policy - Math Retentions	Mathematics	Gr. 4-8	Yes	Yes	Yes	In the absence of 2019-2020 and 2020-2021 NJSLA data, classroom student assessments were reviewed. An analysis of the 45 students who attended 5410 AM Tutorial, 27% of students will need no further remediation. The remainder of the students will be eligible for summer school due to meeting attendance requirements.

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a <="" _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <td data-bbox="777 368 994 430">Student Group</td> <td data-bbox="1001 368 1077 430">ELA</td> <td data-bbox="1084 368 1160 430">Math</td> <td data-bbox="1167 368 1243 430">Alg1</td> <td data-bbox="1249 368 1326 430">Alg2</td> <td data-bbox="1332 368 1406 430">Geo</td> <td data-bbox="1413 368 1809 1417" rowspan="15"> See prepopulated data. </td> <td data-bbox="1816 368 2181 1417" rowspan="15"> In comparison to the Statewide NJSLA results, students (groups/subgroups) at Dr. Walter F. Robinson Community School performed as follows: ELA: -Schoolwide: met/exceeded the statewide proficiency rate for federal accountability (57.9%) -White: met/exceeded the statewide proficiency rate for federal accountability (48.6%) -Hispanic: met/exceeded the statewide proficiency rate for federal accountability (41.2%) -Black/African American: met/exceeded the statewide proficiency rate for federal accountability (52.6%) </td> 	Student Group	ELA	Math	Alg1	Alg2	Geo	See prepopulated data.	In comparison to the Statewide NJSLA results, students (groups/subgroups) at Dr. Walter F. Robinson Community School performed as follows: ELA: -Schoolwide: met/exceeded the statewide proficiency rate for federal accountability (57.9%) -White: met/exceeded the statewide proficiency rate for federal accountability (48.6%) -Hispanic: met/exceeded the statewide proficiency rate for federal accountability (41.2%) -Black/African American: met/exceeded the statewide proficiency rate for federal accountability (52.6%)
		Schoolwide	69.6 %	55.8%	100%				
		White	71.7 %	64.3%	*				
		Hispanic	65.3 %	43.7%	*				
		Black or African American	58.3 %	*	*				
		Asian, Native Hawaiian, or Pacific Islander	*	*	*				
		American Indian or Alaska Native							
		Two or More Races	*	*					
		Female	76.2 %	56.1%	*				
		Male	64%	55.4%	*				
		Economically Disadvantaged Students	65.2 %	56%	*				
		Non-Economically Disadvantaged Students	75.2 %	55.5%	*				
		Students with Disabilities	18.4 %	10.5%					
		Students without Disabilities	75.9 %	61.2%	100%				
		English Learners	50%	47.5%					
Non-English Learners	72.1 %	56.9%	100%						
Homeless Students									
Students in Foster Care									

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		<p>-Economically Disadvantaged: met/exceeded the statewide proficiency rate for federal accountability (41.2%)</p> <p>-Students with Disabilities: met/exceeded the statewide proficiency rate for federal accountability (21.9%)</p> <p>Math:</p> <p>-Schoolwide: met/exceeded the statewide proficiency rate for federal accountability (53%)</p> <p>-White: met/exceeded the statewide proficiency rate for federal accountability (58.5%)</p> <p>-Hispanic: met/exceeded the statewide proficiency rate for federal accountability (40.6%)</p> <p>-Black/African American: met/exceeded the statewide proficiency</p>
		Military-Connected Students							
		Migrant Students							

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>rate for federal accountability (49.3%) -Economically disadvantaged: met/exceeded the statewide proficiency rate for federal accountability (48.4%) -Students with Disabilities: did not meet the statewide proficiency rate for federal accountability (19.5%) -English Learners: met/exceeded the statewide proficiency rate for federal accountability (39.2%) -Algebra: met/exceeded the statewide statewide proficiency rate for federal accountability</p>

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				See prepopulated data.	<p>In comparison to the Statewide NJSLA-S results, students (groups/subgroups) at Dr. Walter F. Robinson Community School Performed as follows:</p> <p>Grade 5: -Schoolwide: did not meet the statewide proficiency rate (29.2%) -White: did not meet the statewide proficiency rate (38.3%) -Hispanic: did not meet the statewide proficiency rate (14.8%) Female: did not meet the statewide proficiency rate (27.7%) Male: did not meet the statewide proficiency rate (30.7%) -Economically disadvantaged: did not meet the statewide proficiency rate (12.2%)</p> <p>Grade 8: -Schoolwide: did not meet the statewide proficiency rate (19.8%)</p>
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	14%	4%			
		White	20%	2%			
		Hispanic	4%	3%			
		Black or African					
		Asian, Native					
		American Indian or	*	*			
		Two or More Races		*			
		Female	9%	7%			
		Male	19%	2%			
		Economical ly	7%	0%			
		Non-Economical	31%	11%			
Students with							

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without					-White: did not meet the statewide proficiency rate (25.7%) -Hispanic: did not meet the statewide proficiency rate (7.3%) Female: did not meet the statewide proficiency rate (18.8%) Male: did not meet the statewide proficiency rate (20.8%) -Economically disadvantaged: did not meet the statewide proficiency rate (5.7%)
		English Learners					
		Non-English					
		Homeless Students	*	*			
		Students in Foster Care	*	*			
		Military-Connected	*				
		Migrant Students	*	*			

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	See prepopulated data.	In comparison to the Statewide SGP results, students (groups/subgroups) at Dr. Walter F. Robinson Community School performed as follows: ELA: -Schoolwide: Exceeded the statewide Median Student Growth Percentile (50%) -White: Met the statewide Median Student Growth Percentile (50%) -Hispanic: Exceeded the statewide Median Student Growth Percentile (49%) -Black or African American: Exceeded the statewide Median Student Growth Percentile (45%) -Economically Disadvantaged: Exceeded the statewide Median Student Growth Percentile (48%) -Students with Disabilities: Met the
		Schoolwide	60%	54%		
		White	58%	66%		
		Hispanic	62%	48%		
		Black or African American	61%	50.5%		
		Asian, Native Hawaiian, or Pacific	54%	54.5%		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	62%	54%		
		Male	57%	54%		
		Economically Disadvantaged	68%	61%		
		Non-Economically Disadvantaged				
		Students with Disabilities	43%	34%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		statewide Median Student Growth Percentile (43%) -English Learners: Exceeded the statewide Median Student Growth Percentile (52%) Math: -Schoolwide: Met the statewide Median Student Growth Percentile (50%) -White: Exceeded the statewide Median Student Growth Percentile (52%) -Hispanic: Met the statewide Median Student Growth Percentile (47%) -Economically Disadvantaged: Exceeded the statewide Median Student Growth Percentile (46%) -Students with Disabilities: Did not meet the statewide Median Student Growth Percentile (45%) -English Learners: Exceeded the statewide
		English Learners	75%	73%		
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				Median Student Growth Percentile (50%)

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					95% Participation was met.	In 2020-2021, District Assessment Benchmarks were completed. The data is monitored by individual classroom teachers.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		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	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	District Assessment Cycle 3 % Not Meeting Target Score of 70 or higher. Grade 3- 45% Grade 4- 61% Grade 5- 37% Grade 6- 36% Grade 7- 60% Grade 8- 57%	In 2020-2021, District Assessment Benchmarks were completed. The data listed is from the cycle 3 administration. The data shows the percentage of students receiving a grade of below 70 on the assessment.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
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	District Assessment Cycle 3 % Not Meeting Target Score of 70 or higher. Grade 3- 20% Grade 4- 27% Grade 5- 31% Grade 6- 32% Grade 7- 10% Grade 8- 8% Algebra- 0%	In 2020-2021, District Assessment Benchmarks were completed. The data listed is from the cycle 3 administration. The data shows the percentage of students receiving a grade of below 70 on the assessment.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	54.7%	See prepopulated data.	<p>In comparison to the Statewide English Language Proficiency results, students at Dr. Walter F. Robinson Community School performed as follows:</p> <p>Met 2018-2019 Target (40.9%)</p>

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	0	As of 2019-2020, 843 students were enrolled in Dr. W. F. Robinson Community School. Enrollment by subgroups are as follows: Female: 47% Male: 53% Economically Disadvantaged: 63.5% Students with Disabilities: 5% English Learners: 44.7% White: 47.2% Hispanic: 37.7% Black/African American: 5.9% Asian: 6.4%	Three year data trends show that the English Learner subgroup has continued to show increased enrollment. All subgroups have remained constant for the past three years.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	0.00%	2019-2020 Attendance Rate was 96.56% By Grade K- 96.24% 1- 96.49% 2- 97.22% 3- 96.03% 4- 96.99% 5- 96.76% 6- 95.83% 7- 97.10% 8-96.38%	Student attendance is consistently over 96% daily. Grade 6 had the lowest daily attendance at 95.83%.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.00%	Note: Due the COVID-19 pandemic, NJDOE received a federal waiver which removed the requirement to report on chronic absenteeism and related accountability measures for the 2019-20 school year. As a result, NJDOE will not report on chronic absenteeism and other attendance data for 2019-20. Tables showing 2019-20 attendance data will be hidden in this report.	Note: Due the COVID-19 pandemic, NJDOE received a federal waiver which removed the requirement to report on chronic absenteeism and related accountability measures for the 2019-20 school year. As a result, NJDOE will not report on chronic absenteeism and other attendance data for 2019-20. Tables showing 2019-20 attendance data will be hidden in this report.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	0.00%	In 2019-2020 the staff average daily attendance rate for staff was 97.2%.	This number increased from 95.9% in 2018-2019.

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%	2019-2020 data revealed 4 student suspensions (out of school). White Males - 2 students Black Females - 2 students	This number was down significantly from 2018-2019 amount of 23. All student infractions involved code of conduct violations as indicated on the District Student Code of Conduct
		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"> *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family 		<p>Domain scores are presented below (0 to 100%). A higher domain score represents a healthier school environment.</p> <p>Elementary Student Responses:</p> <p>Physical Environment: 77.4 Teaching and Learning: 79.6 Morale in the School Community: 80.0 Student Relationships: 70.5 Parental Support: 95.4 Safety: 80.3 Emotional Environment: 73.1</p> <p>Middle School Student Responses:</p> <p>Physical Environment: 61.3 Teaching and Learning: 68.4 Morale in the School Community: 59.2 Student Relationships: 59.7 Parental Support: 86.2 Safety: 76.4 Emotional Environment: 60.1</p> <p>School Staff Responses:</p> <p>Physical Environment: 75.8 Teaching and Learning: 77.2 Morale in the School Community: 76.3</p>	<p>Analysis of the domain score indicates a need to continue to improve the school climate to focus on student relationships, the emotional environment, school morale as well as other domains.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			Relationships: 73.8 Parental Support and Engagement: 69.4 Safety: 74.8	

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate	N/A	N/A
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
Students in Foster Care						

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.				
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT			N/A	N/A
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	13		All students enrolled in Grade 8 met or exceeded expectations on the Algebra NJSLA.
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	13		
		% of students who scored 4 or 5 on the PARCC assessment	100%		

EVALUATION INFORMATION				
Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	<p>Teacher practice as measured on state-approved teacher practice instrument</p> <ul style="list-style-type: none"> *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs 		<p>Based on the Realtime DOE Observation Counts Data:</p> <p>The Information is as follows:</p> <ul style="list-style-type: none"> # Formal Observations - 5 # Non-Tenured R1 - 28 # Non-Tenured R2 - 26 # Non-Tenured R3 - 27 # Tenured R1 - 44 # Tenured R2 - 46 # Teachers on CAP - 0 # Teachers receiving mSGP - 0 (AchieveNJ weights changed due to pandemic) # Scheduled - 176 # Completed - 176 # Highly Effective - 82 # Effective - 94 # Partially Effective - 0 # Ineffective - 0 	<p>Based on the Realtime DOE Observation Counts Data:</p> <p>The Information is as follows:</p> <p>Highly Effective: Tenured Teachers make up 42% Non-Tenured make up 4%</p> <p>Effective: Tenured Teachers make up 10% Non-Tenured make up 42%</p>

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent/Family Engagement	Whether workshops will be in-person, virtual or hybrid	Parent workshop attendance has increased since the start of the pandemic/virtual learning.	Parents have become increasingly involved in supporting their children since the start of the pandemic. We will continue to seek way to sustain/increase this.

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	<p>Curriculum is continually revised to meet changes in SLOs. District curriculum teams meet regularly to ensure that opportunities to maximize student learning are being planned. Curriculum and instructional materials are aligned to standards. This year, new resources for Math/Science materials for grades K-8 were purchased. These items are aligned to the standards and provide greater opportunity to support at-risk students and gifted learners. Professional development for co-teachers took place throughout the year. This included coaching sessions for teachers in Gr. K-2 and all co-teaching pairs.</p>	<p>We will continue to focus on appropriate placement of students (pull-out resource, inclusion, bilingual and ESL). Professional development is still needed to address higher order thinking. Additional PD will be necessary to address any achievement gaps resulting from virtual learning, particularly those for our at-risk learners.</p>
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	3-Developing		
Assessment	1	A	4-Sustaining	<p>Our district provides/utilizes quarterly district assessments, teacher created formative/summative assessments, i-Ready, DRA3, Moby Max, IXL, and Newsela. This allows for a variety of assessment measures needed to create starting points, and measure growth.</p>	<p>The Data Team will continue to utilize all data available to be analyzed. It would be beneficial for data to be maintained in one platform. This would provide for a more in-depth analysis of student progress. Currently the data is in multiple locations, which makes synthesis time consuming and cumbersome.</p>
	2	A	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	4-Sustaining	<p>PLCs are held both vertically/horizontally. PLCs are held both at the building and departmental levels.</p>	<p>Common planning time is limited to only once a week. Additional PLCs are held after school. Increased common planning time would improve collaboration. However, this is currently constrained to the teacher contract.</p>
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	4-Sustaining		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	<p>Dr. W. F. Robinson Community School has very strong culture. The student/faculty populations is comprised of many different ethnicities. Staff and students take the time to celebrate schoolwide diversity. There have been several cultural day celebrations throughout the year i.e; Hispanic Heritage Day, Arabic Heritage Day. Additionally, we placed emphasis on SEL adding several incentive programs for student recognition. Faculty members work well together and often go out of their way to assist each other. Faculty model behaviors for students. Student suspension and discipline decreased tremendously as a result of the new District Code of Conduct which utilizes a more restorative approach to conflict resolution.</p>	<p>We will continue to focus on SEL and improving student attendance. Although attendance improved prior to the pandemic, it will be important to focus on SEL when students/teachers return to the building after virtual learning. Ensuring the mental health of all persons in the school building will be especially important at this time.</p>
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	4-Sustaining		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	4-Sustaining		
	13	A	3-Developing		
	14	A	4-Sustaining		
Teacher and Principal Effectiveness	1	A	4-Sustaining	<p>Principals and teachers base decisions on research-based best practices. Curriculum contains a common language for effective teaching and learning. Teachers and administrators have been trained in the Danielson model and are highly aware of expectations. Meaningful feedback is provided after all information and formal observation.</p>	<p>Administration continues to work closely with teachers to assess ongoing PD needs, as well as instruction needs. There is a very open line of communication to ensure teachers have all necessary resources and supports.</p>

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	Data illustrates the need to provide targeted ELA instruction to subgroups currently meeting/exceeding the state average as listed on the school needs assessment and total population based on the Start Strong Assessment. Although 2018-2019 NJSLA ELA School-wide data revealed that 69.6% Students school-wide met/exceeded the statewide proficiency rate for federal accountability of 57.9%. Whereas 2020-2021 ELA District Assessment data revealed the following inconsistencies in percentages of students meeting the DA3 target of achieving a 70% or higher. Below are the percentages of District Assessment Cycle 3 % Not Meeting Target Score of 70 or higher. Grade 3- 45%, Grade 4- 61%, Grade 5- 37%, Grade 6- 36%, Grade 7- 60%, Grade 8- 57%	Mobility of students; additional PD needed to utilize materials providing further differentiated/targeted instruction; shortened instructional time; social emotional factors; varied levels of in-person support	Total population/ All subgroups	1	Monitor individual student growth.
				2	Mentoring opportunities for best practices.
				3	ARMS classes provided weekly.

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	Data illustrates the need to provided targeted math instruction to subgroups performing below the state average as listed on the school needs assessment and total population based on the Start Strong Assessment. Specifically, 2018-2019 NJSLA Math school-wide data revealed that Students with Disabilities: did not meet the statewide proficiency rate for federal accountability (19.5%). While school-wide students met the target of 53%, exceeding this with 55.8% meeting or exceeding targets. Further, 2020-2021 Math District Assessment data revealed the following inconsistencies in percentages of students meeting the DA3 target of achieving a 70% or higher. Below are the percentages of District Assessment Cycle 3 % Not Meeting Target Score of 70 or higher. Grade 3- 20%, Grade 4- 27%, Grade 5- 31%, Grade 6- 32%, Grade 7- 10%, Grade 8- 8%, Algebra- 0%	Mobility of students; additional PD needed to utilize materials providing further differentiated/targeted instruction; shortened instructional time; social emotional factors; varied levels of in-person support	Total population/. All subgroups	1	Monitor individual student growth.
				2	Mentoring opportunities for best practices.
				3	ARMS classes provided weekly.

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	Data illustrates the need to target instruction for ELLs to develop language acquisition, which is evident from Access 2.0. Specifically, 54.7% Met 2018-2019 Target of 40.9%.	Mobility of students; additional PD needed to utilize materials providing further differentiated/targeted instruction; shortened instructional time; social emotional factors; lack of language support at home; various levels of school exposure	ELLs	1	Monitor individual student growth.
				2	Mentoring opportunities for best practices.
				3	Family Literacy Workshops and ELL specific after school tutor classes provided weekly.
Climate and Culture, including Social and Emotional Learning	Implement a whole-school adoption of the Second Step Social and Emotional Learning (SEL). Assess strengths and weaknesses of implementation at the end of the school year. Only 50% of students opted to come back to school for hybrid instruction. Therefore 50% of students have been learning from home since March 2020.	Student isolation due to the global pandemic.	Total population	1	SEL Committee will oversee implementation.
				2	All teaching staff will be provided with ongoing support for implementation.
				3	Identify strengths and weaknesses of program implementation.

SMART Goal 1

Track students in ELA classes to show individual academic growth in the subject area.

Priority Performance

Data illustrates the need to provide targeted ELA instruction to subgroups currently meeting/exceeding the state average as listed on the school needs assessment and total population based on the Start Strong Assessment. Although 2018-2019 NJSLA ELA School-wide data revealed that 69.6% Students school-wide met/exceeded the statewide proficiency rate for federal accountability of 57.9%. Whereas 2020-2021 ELA District Assessment data revealed the following inconsistencies in percentages of students meeting the DA3 target of achieving a 70% or higher. Below are the percentages of District Assessment Cycle 3 % Not Meeting Target Score of 70 or higher.

- Grade 3- 45%,
- Grade 4- 61%,
- Grade 5- 37%,
- Grade 6- 36%,
- Grade 7- 60%,
- Grade 8- 57%

Strategy 1: Monitor individual student growth.

Strategy 2: Mentoring opportunities for best practices.

Strategy 3: ARMS classes provided weekly.

Target Population: Total population/ All subgroups

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Analyze data to target specific students' strengths and weaknesses.	Previous year ELA District Assessments Diagnostic Assessments ELA Progress Reports ELA Report Cards
Feb 15	Complete mid-year check-ins of student attendance in ARMS classes, performance on IXL and IXL Diagnostic, iReady, district assessments, and the Start Strong Assessment.	ARMS attendance Tracking reports Online Learning Platforms
Apr 15	Review ARMS post tests, SGOs, and data from report cards/progress reports to determine further intervention possibilities for struggling students and academic needs for Gifted & Talented students.	Pre/Post Tests District Assessments Classroom Performance
Jul 1	Track students in ELA classes to show individual academic growth in the subject area.	NJSLA Results Start Strong Assessment Results Diagnostic/District Assessments Tracking Reports from Online Learning Platforms

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	The Data Team will review ACCESS scores from 2020-2021 to identify areas of weakness.	10/29/21	11/16/21	Data Team
1	1	Teachers will recommend students for ARMS tutoring. Teachers will follow up with phone calls for any parents refusing or not replying to the recommendation form.	10/29/21	11/26/21	Teachers
1	3	The Data Team will meet in PLCs with grade level teachers to discuss/present findings.	11/3/21	11/12/21	Data Team and Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Teachers will review the previous years' final grades in comparison to the district diagnostic.	9/30/21	10/15/21	Teachers
2	3	Review ARMS Post Tests and SGOs.	3/31/22	4/15/22	Teachers and Administration
3	2	ARMS teachers will monitor student attendance daily and call home for students with poor attendance.	11/3/21	4/1/22	Teachers

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMS Teacher Salaries	INSTRUCTION - Supplies & Materials / 100-600	\$6,000	Federal Title I (School Allocation)
1	ARMS Supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	\$500	Federal Title I (School Allocation)

SMART Goal 2

Track students in math classes to show individual academic growth in the subject area.

Priority Performance

Data illustrates the need to provide targeted math instruction to subgroups performing below the state average as listed on the school needs assessment and total population based on the Start Strong Assessment. Specifically, 2018-2019 NJSLA Math school-wide data revealed that Students with Disabilities: did not meet the statewide proficiency rate for federal accountability (19.5%). While school-wide students met the target of 53%, exceeding this with 55.8% meeting or exceeding targets. Further, 2020-2021 Math District Assessment data revealed the following inconsistencies in percentages of students meeting the DA3 target of achieving a 70% or higher. Below are the percentages of District Assessment Cycle 3 % Not Meeting Target Score of 70 or higher.

Grade 3- 20%,
Grade 4- 27%,
Grade 5- 31%,
Grade 6- 32%,
Grade 7- 10%,
Grade 8- 8%,
Algebra- 0%

Strategy 1: Monitor individual student growth.

Strategy 2: Mentoring opportunities for best practices.

Strategy 3: ARMS classes provided weekly.

Target Population: Total population/. All subgroups

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Analyze data to target specific students' strengths and weaknesses.	Previous year ELA District Assessments Diagnostic Assessments ELA Progress Reports ELA Report Cards
Feb 15	Complete mid-year check-ins of student attendance in ARMS classes, performance on IXL and IXL Diagnostic, iReady, district assessments, and the Start Strong Assessment.	ARMS attendance Tracking reports Online Learning Platforms
Apr 15	Review ARMS post tests, SGOs, and data from report cards/progress reports to determine further intervention possibilities for struggling students and academic needs for Gifted & Talented students.	Pre/Post Tests District Assessments Classroom Performance
Jul 1	Track students in math classes to show individual academic growth in the subject area.	NJSLA Results Start Strong Assessment Results Diagnostic/District Assessments Tracking Reports from Online Learning Platforms

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	The Data Team will review ACCESS scores from 2020-2021 to identify areas of weakness.	10/29/21	11/16/21	Data Team
1	1	Teachers will recommend students for ARMS tutoring. Teachers will follow up with phone calls for any parents refusing or not replying to the recommendation form.	10/29/21	11/26/21	Teachers
1	3	The Data Team will meet in PLCs with grade level teachers to discuss/present findings.	11/3/21	11/12/21	Data Team and Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Teachers will review the previous years' final grades in comparison to the district diagnostic.	9/30/21	10/15/21	Teachers
2	3	Review ARMS Post Tests and SGOs.	3/31/22	4/15/22	Teachers and Administration
3	2	ARMS teachers will monitor student attendance daily and call home for students with poor attendance.	11/3/21	4/1/22	Teachers

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Title 1 ARMS Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$6,000	Federal Title I (School Allocation)

SMART Goal 3

Track ELLs to show individual language proficiency acquisition.

Priority Performance Data illustrates the need to target instruction for ELLs to develop language acquisition, which is evident from Access 2.0. Specifically, 54.7% Met 2018-2019 Target of 40.9%.

Strategy 1: Monitor individual student growth.

Strategy 2: Mentoring opportunities for best practices.

Strategy 3: Family Literacy Workshops and ELL specific after school tutor classes provided weekly.

Target Population: ELLs

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Analyze ACCESS 2.0 data to show specific student growth.	ACCESS 2.0
Feb 15	Complete mid-year check-ins for marking period 1 & 2 in ESL.	Marking Period 1 & 2 Grades in ESL Marking Period 1 & 2 Grades in ELA
Apr 15	Review SGOs data for all language domains.	Teacher SGO Data - Writing Teacher SGO Data - Listening Teacher SGO Data - Speaking Teacher SGO Data - Reading
Jul 1	Track ELLs to show individual language proficiency acquisition.	ACCESS 2.0

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Review SGO pre- and post-test data.	3/31/22	4/16/22	Teachers and administration
1	2	The data team will review ACCESS scores from 2020-2021 to identify areas of weakness.	11/2/21	11/13/21	Data Team
1	3	Family literacy workshop attendance will be monitored.	10/15/21	4/30/22	Teachers and administration.
2	3	The data team will meet in PLCs with grade level teachers to discuss and present findings.	11/2/21	11/13/21	Data Team
3	3	Tutorial attendance and class assessments will be monitored for progress and to identified continued areas of weakness.	11/18/21	4/30/22	Teachers and administrators.
4	3	Monitor afterschool tutorial attendance.	10/5/21	4/5/22	Teachers and administrators.

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

Implement a whole-school adoption of the Second Step Social and Emotional Learning (SEL). Assess strengths and weaknesses of implementation at the end of the school year.

Priority Performance Implement a whole-school adoption of the Second Step Social and Emotional Learning (SEL). Assess strengths and weaknesses of implementation at the end of the school year. Only 50% of students opted to come back to school for hybrid instruction. Therefore 50% of students have been learning from home since March 2020.

Strategy 1: SEL Committee will oversee implementation.

Strategy 2: All teaching staff will be provided with ongoing support for implementation.

Strategy 3: Identify strengths and weaknesses of program implementation.

Target Population: Total population

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Ensure all teachers are conducting SEL lessons according to the schedule	Lesson plans, lesson logs, informal walkthroughs
Feb 15	SEL Implementation Check-In	Google survey of staff needs
Apr 15	Successful implementation of school-wide SEL Day activities	Student work, teacher feedback
Jul 1	Implement a whole-school adoption of the Second Step Social and Emotional Learning (SEL). Assess strengths and weaknesses of implementation at the end of the school year.	District survey results.

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Provide professional development to all faculty	9/2/21	5/28/22	SEL Committee Members, SEL Teacher Leaders
1	1	Inform all stakeholders of Second Step Program adoption	9/9/21	9/30/21	Administration, Guidance
1	3	Survey to assess strengths/weaknesses of implementation	5/3/22	6/22/22	SEL Team
2	3	Mid-year implementation survey to staff	1/4/22	2/15/22	SEL Team
2	2	Administration/guidance will informally observe SEL lessons	10/1/21	5/27/22	Administration, Guidance, Teacher Leaders
2	1	Hold a student SEL assembly (virtual presentation)	9/9/21	9/30/21	Administration, Guidance
3	1	Send home monthly newsletter to parents themed by competencies	10/1/21	5/27/22	Guidance
3	2	SEL Team members will hold PLCs to support implementation	9/2/21	5/27/22	SEL Teacher Leaders
4	1	Review weekly lesson plans for evidence of SEL Implementation	9/14/21	6/15/22	Administration

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Title 1 Salaries	9/1/21	6/30/22	Building	INSTRUCTION - Personnel Services - Salaries / 100-100	\$229,212.00	Federal Title I (School
Title 1 Instructional Supplies	9/1/21	6/30/22	Building	INSTRUCTION - Supplies & Materials / 100-600	\$19,426.00	Federal Title I (School
Title 1 Non Instructional Supplies	9/1/21	6/30/22	Building	SUPPORT SERVICES - Supplies & Materials / 200-600	\$9,152.00	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	\$6,000	\$0	\$0	\$0	\$0	\$0	\$6,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$6,000	\$0	\$0	\$0	\$0	\$0	\$6,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$12,000	\$0	\$0	\$0	\$0	\$0	\$12,000
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	\$500	\$0	\$0	\$0	\$0	\$0	\$500
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	\$500	\$0	\$0	\$0	\$0	\$0	\$500
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			\$0	\$0	\$12,500	\$0	\$0	\$0	\$0	\$0	\$12,500

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$12,500	\$0	\$12,500
Other Title 1 Expenditures	\$0	\$257,790	\$0	\$257,790
Total	\$0	\$270,290	\$0	\$270,290

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.	
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.	
x		Effective Instruction
x		Effective Instruction
x		Effective Instruction
x		Climate and Culture, including Social and Emotional Learning
x	For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.	
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed By: Dr. Karen Fiermonte

Title: Principal

Date: 07/19/2021

District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Dennis C. Degnan
 Title: Assistant Superintendent of Schools for Federal and State
 Date: 07/19/2021

ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: John J. Niesz
Title: Superintendent of Schools
Date: 07/20/2021