

WALTER F. ROBINSON COMMUNITY SCHOOL

District: BAYONNE CITY

County: HUDSON

Team: North

School Identification: ATSI

Targeted Subgroup Black or African American, Students with Disabilities

CDS: 170220030

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	Gina Rivera	No	Yes	Yes		
Community Member	Pete Amadeo	No	Yes	Yes		
Principal	Karen Fiermonte	Yes	Yes	Yes		
Assistant Principal	Areta Costello	Yes	Yes	Yes		
ELA Teacher	Kelsey Burnett	Yes	Yes	Yes		
Science/Social Studies Teacher	Valerie Yurchak	Yes	Yes	Yes		
ESL Teacher	Susanne Gelayder	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/19/2023	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/24/2023	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/16/2023	Smart Goal Development	Yes	Yes
06/16/2023	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Monitor individual growth using ST Math, district assessment data and LinkIt! for formative/summative assessments.	Math	Total population/All subgroups	Yes	Yes	Yes	LinkIt! Benchmark Math growth from form A to form B average score. Grade 3: 31.1% - 61.1%, Grade 4: 44.2% - 62.8%, Grade 5: 39.6% - 53.7%, Grade 6: 36.5% - 45%, Grade 7: 39.8% - 48.3%, Grade 8: 34.8% - 41.9%. Algebra: 40.4% - 54.1%. District assessment data shows growth from DA 1 to DA 3 across grade levels. For ST Math, the average quiz score grew by 11.99 percentage points and the associated average effect size is 0.43.
ARMS classes provided weekly. Students will utilize IXL Math in an effort to reinforce skills necessary to achieve academic success as measured by district assessment 3.	Grades 3 - 8 ELA and Math (All students)	Total population/All subgroups	Yes	Yes	Yes	Classroom student achievement and student tracking reports from online platforms (IXL) were reviewed. Classroom student achievement and student tracking reports from online platforms (IXL) were reviewed. Students had on average monthly IXL Math growth of +15 points. Students had on average monthly IXL ELA growth of +22 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)
Monitor individual growth, ACCESS 2.0 Data, district assessment data and LinkIt! for formative/summative assessments. .	ELL	ELLs	Yes	Yes	Yes	ELL ACCESS 2.0 Growth 21-22 % met proficiency and/or met growth expectations. Grade 1: 15%, Grade 2: 30%, Grade 3: 37%, Grade 4: 44%, Grade 5: 29%, Grade 6: 11%, Grade 7: 5%, Grade 8: 10%. District assessment data shows growth from DA 1 to DA 3 across grade levels.
Family Literacy workshops and ELL specific afterschool tutoring classes provided weekly.	ESL	ELLs	Yes	Yes	Yes	Parents/guardians attended the various workshops held during the school year. Additionally, students attended the Homework Helper class throughout the year.
Continue to implement a whole-school adoption of the Second Step Social and Emotional Learning (SEL) program.	ALL	Total population/All subgroups	Yes	Yes	No	Teachers follow an SEL schedule, which allows for the entire building to complete the tasks for specific lessons. Completed lessons are marked on the Second Step Social and Emotional Learning Platform. Teachers collect/display completed assignments and mini projects. While there is no current quantitative measure to prove effectiveness, implementation has been ongoing. Attached is a sample email from our SEL teacher leaders.
Administer Panorama survey in the Fall/Spring.	SEL	Total population/All subgroups	Yes	Yes	No	While the Panorama survey was conducted in the Fall 2022, the Spring survey was not administered by the school district.

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)
Identify students that need increased levels of mental health support.	SEL	Total population/All subgroups	Yes	Yes	Yes	Our SAC has reviewed the results of the Panorama survey and developed a schedule to work with the students in need of increased levels of mental health support.
Monitor individual growth via SAVVAs, Foundations, district assessment data and LinkIt! for formative/summative assessments.	ELA	Total population/All subgroups	Yes	Yes	Yes	LinkIt! Benchmark ELA growth from form A to form B average score. Grade 3: 30.6% - 41.1%, Grade 4: 40.4% - 41.8%, Grade 5: 39.1% - 43.2%, Grade 6: 35.1% - 41%, Grade 7: 35.3% - 38.6%, Grade 8: 30.1% - 42%. District assessment data shows growth from DA 1 to DA 3 across grade levels.
ARMS classes provided weekly. Students will utilize IXL ELA in an effort to reinforce skills necessary to achieve academic success as measured by district assessment 3.	ELA	Total population/All subgroups	Yes	Yes	Yes	Classroom student achievement and student tracking reports from online platforms (IXL) were reviewed. Students had on average monthly IXL Math growth of +15 points. Students had on average monthly IXL ELA growth of +22 points.

STUDENT ACHIEVEMENT				
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">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/ target=" p="" reports.<="" to="" website="" with=""> </p>		<p>Spring 2022 NJSLA - ELA Grade 3 % Level 4 & 5 Above District and State Grade 4 % Level 4 & 5 Above District and State Grade 6 % Level 4 & 5 Above District and State</p> <p>Spring 2022 NJSLA - Math Grade 3 % Level 4 & 5 Above District and State Grade 4 % Level 4 & 5 Above District Grade 6 % Level 4 & 5 Equal to District Grade 7 % Level 4 & 5 Above District Algebra % Level 4 & 5 Above District and State</p>	<p>Students were provided virtual instruction due to a worldwide pandemic from March 2020 through Spring of 2021. Students were then offered the option of virtual or in-person learning from Spring of 2021 until the end of the 2020-2021 school year. We opened for in-person instruction only in September 2021, but did move to the virtual learning option after winter break. Students were also offered virtual learning options due to exposure to Covid 19 and/or a positive test result during this time. In following CDC guidance, students' and staff attendance were affected by following the protocols summarized in the daily health screening.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>Other factors by that might have contributed to the testing results include:</p> <p>Grade 3 - Medical Leave Replacement; New ELA Reading Series</p> <p>Grade 4 - New ELA Reading Series</p> <p>Grade 5 - New ELA Reading Series</p> <p>Grade 6 - Math Maternity Leave Replacement; New ELA Reading Series</p> <p>Grade 7 - ELA General Education Resignation, Inclusion Teacher Resignation, New ELA Reading Series</p> <p>Grade 8 - Inclusion Teacher Resignation, New ELA Reading Series</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/		Spring 2022 NJSLA - Science Grade 5 10% Proficient or Advanced Grade 8 3% Proficient or Advanced	<p>Students were provided virtual instruction due to a worldwide pandemic from March 2020 through Spring of 2021. Students were then offered the option of virtual or in-person learning from Spring of 2021 until the end of the 2020-2021 school year. We opened for in-person instruction only in September 2021, but did move to the virtual learning option after winter break. Students were also offered virtual learning options due to exposure to Covid 19 and/or a positive test result during this time. In following CDC guidance, students' and staff attendance were affected by following the protocols summarized in the daily health screening.</p> <p>Other factors by that might have contributed</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>to the testing results include:</p> <p>Grade 5 - Inclusion Teacher Maternity Leave</p> <p>Grade 8 - Inclusion Teacher Resignation</p>
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>		<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.</p>	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					95% participation was met.	In 2022-2023, 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	Passing Percentage for the ELA DA#3 - 2022 Gr. 4 - 54.4% Gr. 5 - 61.7% Gr. 6 - 46.5% Gr. 7 - 54.8% Gr. 8 - 43.6%	In 2022-2023 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	Passing Percentage for the DA#3 - 2022 Gr. 4 - 77.8% Gr. 5 - 62.5% Gr. 6 - 74.7% Gr. 7 - 70.2% Gr. 8 - 92%	In 2022-2023 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
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	42.5%	See populated data.	<p>In comparison to the Statewide English Language Proficiency results, students at Dr. Walter F. Robinson Community School performed as follows:</p> <p>Exceeded 2021-2022 target (22.5%).</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	905	As of 2021-2022, 884 students were enrolled in Dr. Walter F. Robinson Community School. Enrollment by subgroups is as follows: Female - 47% Male - 53% Economically Disadvantaged - 39.5% Students with Disabilities - 5.1% English Learners - 46.2% White - 50.3% Hispanic - 29.7% Black or African American - 7% Asian - 8.5% Native/Hawaiian/Pacific Islander - 0.3% American Indian/Alaskan Native - 1.2% 2 or more races - 2.9%	Our enrollment has increased and continues to increase yearly.
		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	94.07%	2021 - 2022 Attendance Rate was By Grade: K - 91% 1 - 95% 2 - 94% 3 - 95% 4 - 94% 5 - 94% 6 - 94% 7 - 95% 8 - 94%	Student attendance remained relatively on par with 2021 data.
		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	2.18%	2021 - 2022 Attendance Rate In 2021-2022, 20.9% of students were identified as chronically absent. The following lists students identified as chronically absent by grade level: K - 29% 1 - 12% 2 - 16% 3 - 15% 4 - 18% 5 - 16% 6 - 19% 7 - 10% 8 - 16%	In reviewing the school performance report, our percentage of student chronically absent was 3.6% higher than the state average.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	93.65%	In 2021-2022 the staff average daily attendance rate was 93.65%.	This number has decreased from our 2020-2021 data which reported a daily attendance rate of 97.6%

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%	In 2022 - 2023, there were 8 unique incidents.	This number is reflective of continued repercussions from the COVID-19 pandemic. This is being addressed by administration and the School Safety and Climate Committee.
		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	0.28%		

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>The Panorama Student and Staff Survey was administered in Fall 2022.</p> <p>School Results: Kindergarten-2nd Grade</p> <ul style="list-style-type: none"> ¿ Total Respondents= 232 students ¿ Student ELL Status- Students who received ELL status scored lowest compared to students who did not receive ELL status. ¿ Students who received free lunch scored lowest compared to students who did received reduced lunch. ¿ Students who received Special Education Status scored higher than non-special education status. ¿ Female students scored higher than male students. <p>School Results: 3rd- 5th Grade</p> <ul style="list-style-type: none"> ¿ Total Respondents= 193 students ¿ Student ELL Status- Students who received ELL status scored lower compared to students who did not receive 	<p>K- Second grade: Students who received free lunch scored lowest compared to students who received reduced lunch.</p> <ul style="list-style-type: none"> ¿ K- Second grade: Special Education Status scored higher than non- special education status. ¿ For Six-Eighth grades Student special education status: Students who received Special Education Status scored higher than non- special education status.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>ELL status.</p> <ul style="list-style-type: none"> ¿ Students who received reduced lunch scored lowest compared to students who paid for lunch. ¿ Students who received Special Education Status scored lower than non-special education status. ¿ Female students scored higher than male students. ¿ Lowest scoring grade was Fifth Grade. The highest scoring grade was the Third Grade. <p>School Results: 6th- 8th Grade</p> <ul style="list-style-type: none"> ¿ Total Respondents= 184 students ¿ Student ELL Status- Students who received ELL status scored lower compared to students who did not receive ELL status. ¿ Students who received free lunch scored the lowest compared to students who paid reduced lunch. ¿ Students who received Special Education Status scored higher than non- 	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			special education status. ¿ Lowest scoring grade was Seventh Grade. The highest scoring grade was the Eighth Grade.	

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	8	In 2021 - 2022, 75% of students met or exceeded expectations.	Students enrolled in Algebra exceeded the state expectations on the NJSLA 2021-2022 Algebra Test.
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	*		
		% of students who scored 4 or 5 on the PARCC assessment	*		

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Learning Walks / Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson 2007	Based on the Realtime DOE Observation Counts (2022-23) data* : The information is as follows: # Formal Observations - 187 # Non-Tenured R1 - 32 # Non-Tenured R2 - 34 # Non-Tenured R3 - 32 # Tenured R1 - 52 # Tenured R2 - 37 # Teachers on a CAP - 0 # Teachers receiving mSGP - TBD # Scheduled - 187 # Completed - 187 # Highly Effective - 73 # Effective - 114 # Partially Effective - 0 # Ineffective - 0	Based on the Realtime DOE Observation Counts data: The information is as follows: Highly effective evaluations: Tenured teachers make up 32.62% Non-tenured make up 6.42% Effective evaluations: Tenured teachers make up 14.97% Non-tenured make up 46%
		# Teachers to Evaluate	75		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	17		
		Cycle 2	0		
		Cycle 3	0		
		Cycle 4	0		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Community Meetings by Parent Liasons	Whether workshops will be a combination of in-person and virtual, topic selections that will improve parent involvement in students' academic success.	The use of these workshops and the topics covered has addressed the needs of ELL population and their families.	The use of such meetings has increased the success of relaying
Take a Step Club	Students that would benefit from this service provided by the guidance counselor.	Meetings and activities are designed to promote social and emotional well-being of our students.	Students completed activities that benefited their social and
Mentoring/coaching opportunities for best practices for differentiated instruction and strategies for reaching ELLs .	Teachers will benefit from ongoing support to develop best practices.	Follow up conversations with coaches/mentors and mentor logs evidence that staff have been working to develop practices in ELA/Math that support the differentiated needs of General Education, Special Education, ELLs and Gifted Learners.	New staff members were supported through both formal

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	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 the standards. G&T lessons have been added to the curriculum.	There will continue to be a 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 achievement gaps for at-risk learners.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
Assessment	1	A	4-Sustaining	Our district provided/utilizes quarterly district assessments, teacher created formative/summative assessments, i-ready, DRA3, LinkIt! and ST Math. This allows for a variety of assessment measures needed to create starting points and measure growth.	The Data Team will continue to utilize all data available to be analyzed. Using LinkIt, teachers and the Data Team have data readily available in one place. This data can be accessed quickly to help drive instruction.
	2	A	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	4-Sustaining	PLCs are held both vertically/horizontally. PLCs are held both at the building and departmental levels.	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.
	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	Dr. W. F. Robinson Community School has a very strong culture. The student/faculty population is comprised of many different ethnicities. Staff and students take time to celebrate diversity schoolwide. There have been several celebrations throughout the year i.e.: Hispanic Heritage Day, Arabic Heritage Day. Additionally, an increased emphasis was placed on SEL, having piloted the Second Step Program and created an SEL Committee. The SEL Committee developed a school vision/mission and the SMART goals.	Continued focus will be placed on SEL Second Step lessons and improving student attendance. Ensuring the mental health of all persons in the school building is crucial following the pandemic. There is a need for continued increased mental health supports, such as a 5-day a week SAC and behaviorist.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	4-Sustaining		
	7	A	4-Sustaining		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	4-Sustaining		
	13	A	4-Sustaining		
	14	A	4-Sustaining		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Principles 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 observations.	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 support.

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 Math instruction to subgroups performing below the state average as listed on the school needs assessment and total population based on the NJSLA Data.. .	Mobility of students, staff, attendance, varying levels of support during the pandemic, students in need of additional SEL supports to improve focus on task.	Total population/All subgroups	1	Progress monitoring: Monitor individual growth using IXL, iReady, ST Math, and LinkIt Benchmarks ! for formative and summative assessments.
				2	Mentoring coaching opportunities for best practices for differentiated instruction.
				3	ARMS classes provided weekly, after school. Students will utilize IXL Math in an effort to reinforce skills necessary to achieve academic success as measured by the NJSLA Scores.
Social and Emotional Learning	Student SEL strengths and weaknesses were assessed using the Panorama survey in the Fall. Results indicated an increased need for mental health supports in the areas of emotional regulation and social awareness.	Student isolation during the pandemic. Increased exposure to social media.	Total population/All subgroups	1	Continue to implement a whole-school adoption of the Second Step Social and Emotional SEL program.
				2	Enlist the School Social Worker to provided targeted support to students show areas of need based off of Panorama Survey Results
				3	Celebrate Student achievement through the use of Positive Behavior Interventions

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 performing below the state average as listed on the school needs assessment and total population based on the NJSLA Data which indicates percentages of students in grades 5,7 & 8 are meeting/exceeding NJSLA expectations at rates below the district average.	Mobility of students/staff, attendance, varying levels of support during the pandemic, students in need of additional SEL supports to improve focus on task.	Total population/Subgroup	1	Progress Monitoring: Monitor individual growth using SAVVAS, Fundations, IXL, iReady, LinkIt Benchmarks! for formative and summative assessments. ELLs will be instructed using the SIOP model.
				2	Mentoring/coaching opportunities will continue to be utilized for best practices on differentiated instruction.
				3	ARMS classes provided weekly. Students will utilize IXL ELA in an effort to reinforce skills.
Climate & Culture - Attendance/Behavior	Attendance data demonstrates the need to target those students who are exhibiting patterns of chronic absenteeism.	Poor attendance may be attributed to lack of sense of belonging, academic struggles, students in need of additional SEL supports and need for additional parent education on the importance of attendance.	Total population/All subgroups	1	Attendance Review Committee: Increase the number of faculty members on the Attendance Committee paying members. Meetings to be held bi-weekly both in and out of school.
				2	Parent engagement: Hold parent meetings and parent workshops to promote attendance awareness and educate parents on attendance policies and procedures.
				3	Incentives: Celebrate student attendance and achievements.

SMART Goal 1

Between Fall 2023 and Spring 2024, 75% of all students, inclusive of subgroups, entering grades 3 - 5 will show a growth of 80 points on their Mathematics IXL Diagnostic. This increase will stem through analysis of IXL data and identification of skills in need of development through weekly IXL Diagnostic assessments.

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 NJSLA Data.. .

Strategy 1:

Progress monitoring: Monitor individual growth using IXL, iReady, ST Math, and LinkIt Benchmarks ! for formative and summative assessments.

Strategy 2:

Mentoring coaching opportunities for best practices for differentiated instruction.

Strategy 3:

ARMS classes provided weekly, after school. Students will utilize IXL Math in an effort to reinforce skills necessary to achieve academic success as measured by the NJSLA Scores.

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 weakness.	Diagnostic assessments Math progress reports Math report cards IXL Diagnostic reports ST Math reports
Feb 15	Complete mid-year check ins of student attendance in ARMS classes, 5410 AM Math Tutorial attendance, IXL performance and diagnostic, ST Math, iReady reports and NJSLA.	ARMS attendance 5410 attendance IXL performance and diagnostic ST Math iReady
Apr 15:	Review ARMS post tests, report card and progress report data, and IXL performance and diagnostic to determine further intervention possibilities for struggling students and academic needs for gifted and talented students.	Pre/Post Tests Classroom performance IXL performance and diagnostic
Jul 1	Between Fall 2023 and Spring 2024, 75% of all students, inclusive of subgroups, entering grades 3 - 5 will show a growth of 80 points on their Mathematics IXL Diagnostic. This increase will stem through analysis of IXL data and identification of skills in need of development through weekly IXL Diagnostic assessments.	IXL performance and diagnostic Tracking reports from online platforms

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	ARMS teachers will monitor student attendance daily and call home for students with poor attendance, involving administration as needed.	11/7/23	4/26/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Use of PLC's, common planning time, and in-service days to allow for the Data Team to share IXL data and trends with staff members.	9/6/23	6/19/24	
1	1	Administration of IXL Diagnostic weekly (approximately 10 minutes per week).	9/6/23	6/19/24	
2	3	Review of ARMS post tests.	3/29/24	4/19/24	
2	2	All teachers will receive professional development on best practices of using IXL.	9/6/23	9/29/23	
2	1	Accountability reported on shared Google Doc to recognize students that need additional instruction to meet goals and to ensure IXL is a weekly teaching tool.	9/6/23	6/19/24	
3	3	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.	10/6/23	11/24/23	
3	1	Use of PLC's, common planning time, and in-service days to allow for the Data Team to share IXL data and trends with staff members.	9/6/23	6/19/24	
3	2	Allow opportunities for turn-keying best practices at faculty meetings, PLCs, and common prep time.	9/6/23	6/28/24	
4	1	All teachers will receive professional development on best practices of using IXL from lead teachers.	9/6/23	9/29/23	
4	2	Allow for shadowing opportunities for teachers to see programs and instructions in real time.	9/6/23	6/19/24	
5	1	Teachers will form small groups, reviewing the data bi-weekly.	9/6/23	6/7/24	
6	1	Administration will conduct walk-throughs to ensure small groups are being utilized. Follow up meetings will be held to review data.	9/7/23	6/7/24	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMS Tutoring	INSTRUCTION - Personnel Services - Salaries / 100-100	\$12,000	Federal Title I (School Allocation)
2	iReady ELA and Math Instruction	INSTRUCTION - Other Purchased Services / 100-500	\$23,612	SIA
2	STEM Supplies - Middle school Kits for Gr. 6-8 (16 per bundle @ 2136 a piece)	INSTRUCTION - Supplies & Materials / 100-600	\$10,678	SIA
2	Noted for Carryover for the 24-25 SY supplemental supplies to support instruction	INSTRUCTION - Supplies & Materials / 100-600	\$24,070	SIA
3	Afterschool PLCs - 10 hours per teacher at \$23 per hour, not to exceed \$230 for 60 teachers	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$13,800	SIA
1	Professional coaching via Inspired Solutions - Differentiated Instruction \$2550 per day (10 days)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$25,500	SIA

SMART Goal 2

Track the progress of whole-school utilization of the Second Step Social and Emotional Learning (SEL) Program through the use of the use of the Panorama Survey. Assess strengths and weaknesses of utilization at the end of the school year using the aforementioned measures. Through the use of Second Step, we will see a 10% increase on Panorama Survey responses in the are of emotional regulation and social awareness.

Priority Performance Student SEL strengths and weaknesses were assessed using the Panorama survey in the Fall. Results indicated an increased need for mental health supports in the areas of emotional regulation and social awareness.

Strategy 1: Continue to implement a whole-school adoption of the Second Step Social and Emotional SEL program.

Strategy 2: Enlist the School Social Worker to provided targeted support to students show areas of need based off of Panorama Survey Results

Strategy 3: Celebrate Student achievement through the use of Positive Behavior Interventions

Target Population: Total population/All subgroups

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Ensure 100% teachers are conducting SEL lessons according to the schedule.	Lesson plans Lesson logs Informal walkthroughs
Feb 15	SEL Implementation Check-In through the distribution of the panorama survey	Panorama Survey results
Apr 15:	Successful implementation of school-wide SEL day activities which will be developed by the SEL Committee Members and School Culture Committee	Student work Teacher feedback Administrative walkthroughs

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Track the progress of whole-school utilization of the Second Step Social and Emotional Learning (SEL) Program through the use of the use of the Panorama Survey. Assess strengths and weaknesses of utilization at the end of the school year using the aforementioned measures. Through the use of Second Step, we will see a 10% increase on Panorama Survey responses in the are of emotional regulation and social awareness.	Panorama Survey results District survey results

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Review the results of the fall Panorama Survey.	10/13/23	11/10/23	
1	1	Inform all stakeholders of Second Step Program utilization.	9/13/23	9/29/23	
1	3	Review Panorama results to identify students who are in need of Tier 2 and 3 Mental health supports. Tier 2 students will participate in group counseling sessions and targeted class lessons. Tier 3 students will meet with the Social Worker individually.	10/6/23	6/7/24	
2	3	Team creates positive behavior calendar of events	9/12/23	10/31/23	
2	2	Plan whole group lessons to target grade levels needing increased supports.	10/13/23	11/10/23	
2	1	Provide professional development to all teachers.	9/6/23	9/29/23	
3	3	Team begins to track data on students for attendance and academic progress	9/12/23	6/14/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Conduct informal walkthroughs during SEL lessons.	9/13/23	6/6/24	
4	2	Review Panorama results to identify students who are in need of Tier 2 and 3 Mental health supports. Tier 2 students will participate in group counseling sessions and targeted class lessons. Tier 3 students will meet with the Social Worker individually.	11/10/23	6/21/24	
4	3	Team creates positive behavior calendar of events Each quarter, based on the data showing improvement, students are recognized.	10/2/23	6/14/24	
4	1	Hold a schoolwide SEL assembly.	9/6/23	9/29/23	
5	1	Send home monthly parent newsletters.	9/29/23	6/6/24	
6	1	SEL team leaders will hold PLCs to support implementation.	9/6/23	6/6/24	
7	1	Review weekly lesson plans for evidence of SEL implementation.	9/15/23	6/6/24	

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SEL Committee Members - 3 Teacher leaders, K-2, 3-5, 6-8; \$23 per hour; 3 counselors; 3 teachers @ \$23 maximum of 2 hours per month	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$4,140	SIA

SMART Goal 3

Between Fall 2023 and Spring 2024, 75% of all students, inclusive of subgroups, entering grades 3 - 5 will show a growth of 80 points on their ELA IXL Diagnostic. This increase will stem through analysis of IXL data and identification of skills in need of development through weekly IXL Diagnostic assessments.

Priority Performance Data illustrates the need to provide targeted ELA instruction to subgroups performing below the state average as listed on the school needs assessment and total population based on the NJSLA Data which indicates percentages of students in grades 5,7 & 8 are meeting/exceeding NJSLA expectations at rates below the district average.

Strategy 1: Progress Monitoring: Monitor individual growth using SAVVAS, Foundations, IXL, iReady, LinkIt Benchmarks! for formative and summative assessments. ELLs will be instructed using the SIOP model.

Strategy 2: Mentoring/coaching opportunities will continue to be utilized for best practices on differentiated instruction.

Strategy 3: ARMS classes provided weekly. Students will utilize IXL ELA in an effort to reinforce skills.

Target Population: Total population/Subgroup

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Analyze data to target specific students' strengths and weakness.	Diagnostic assessments ELA progress reports ELA report cards IXL Diagnostic reports
Feb 15	Complete mid-year check-ins of student attendance in ARMS classes, IXL performance and diagnostic, iReady reports and NJSLA.	ARMS attendance IXL performance and diagnostic iReady
Apr 15:	Review ARMS post tests, report card and progress report data, and IXL performance and diagnostic to determine further intervention possibilities for struggling students and academic needs for gifted and talented students.	Pre/Post Tests Classroom performance IXL performance and diagnostic
Jul 1	Between Fall 2023 and Spring 2024, 75% of all students, inclusive of subgroups, entering grades 3 - 5 will show a growth of 80 points on their ELA IXL Diagnostic. This increase will stem through analysis of IXL data and identification of skills in need of development through weekly IXL Diagnostic assessments.	IXL performance and diagnostic Tracking reports from online platforms

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Administration of IXL Diagnostic weekly (approximately 10 minutes per week).	9/6/23	6/19/24	
1	2	Use of PLC's, common planning time, and in-service days to allow for the Data Team to share IXL data and trends with staff members.	9/6/23	6/19/24	
1	3	ARMS teachers will monitor student attendance daily and call home for students with poor attendance, involving administration as needed.	11/7/23	4/26/24	
2	1	Accountability reported on shared Google Doc to recognize students that need additional instruction to meet goals and to ensure IXL is a weekly teaching tool.	9/6/23	6/19/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	3	Review of ARMS post tests.	3/29/24	4/19/24	
2	2	All teachers will receive professional development on best practices of using IXL.	9/6/23	9/29/23	
3	3	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.	10/6/23	11/24/23	
3	2	Allow opportunities for turn-keying best practices at faculty meetings, PLCs, and common prep time.	9/6/23	6/28/24	
3	1	Use of PLC's, common planning time, and in-service days to allow for the Data Team to share IXL data and trends with staff members.	9/6/23	4/19/24	
4	1	All teachers will receive professional development on best practices of using IXL from lead teachers.	9/6/23	9/29/23	
4	2	Allow for shadowing opportunities for teachers to see programs and instructions in real time.	9/6/23	6/19/24	
5	1	Teachers will form small groups, reviewing the data bi-weekly.	9/6/23	6/7/24	
6	1	Administration will conduct walk-throughs to ensure small groups are being utilized. Follow up meetings will be held to review data.	9/6/23	6/7/24	

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	iReady Professional Development	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$6,000	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Leveled Libraries for K-8 Classrooms \$200 per teacher(45 classrooms)	INSTRUCTION - Supplies & Materials / 100-600	\$9,000	SIA

SMART Goal 4

Based on the 2021 - 2022 NJDOE Performance Report our school reported 20.9% chronic absenteeism, which was higher than the state average of 17.3%. Our goal is to reduce 20.9% by 3% points.

Priority Performance Attendance data demonstrates the need to target those students who are exhibiting patterns of chronic absenteeism.

Strategy 1: Attendance Review Committee: Increase the number of faculty members on the Attendance Committee paying members. Meetings to be held bi-weekly both in and out of school.

Strategy 2: Parent engagement: Hold parent meetings and parent workshops to promote attendance awareness and educate parents on attendance policies and procedures.

Strategy 3: Incentives: Celebrate student attendance and achievements.

Target Population: Total population/All subgroups

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Inform students and parents of the district's attendance policy via Code of Conduct assembly, Back to School Night, and school produced literature.	Attendance of Back to School Night Returned forms of the Code of Conduct Policy
Feb 15	Review of student attendance records and meetings with parents/guardians of students that are chronically absent/in danger of becoming by mid-year parent-teacher conferences. 100% of chronically absent students will be placed with interventions, parents called and meetings held	RealTime Attendance Records RealTime Attendance letters Log of meetings
Apr 15:	Recognize students with perfect attendance. Interventions of students will be put in place, and those implemented will be reviewed for efficacy.	Attendance Awards RealTime Attendance Records

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Based on the 2021 - 2022 NJDOE Performance Report our school reported 20.9% chronic absenteeism, which was higher than the state average of 17.3%. Our goal is to reduce 20.9% by 3% points.	RealTime attendance reports NJ DOE Performance Report

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Hold attendance committee meetings bi-weekly to recognize students in danger of chronic absenteeism or those to classify as being chronically absent.	9/6/23	6/19/24	
1	3	Hold monthly perfect attendance awards ceremonies.	9/29/23	6/19/24	
1	1	Hold attendance committee meetings bi-weekly to recognize students in danger of chronic absenteeism or those to classify as being chronically abseent.	9/6/23	6/19/24	
2	2	Address the correlation between academic success and attendance during Back to School Night.	9/6/23	9/29/23	
2	1	Address the correlation between academic success and attendance during Back to School Night.	9/6/23	9/29/23	
2	3	Reward students with marking period perfect attendance.	9/6/23	6/19/24	
3	3	Reward students with yearly perfect attendance.	6/4/24	6/19/24	
3	2	Parent workshops and informative literature offered by school administration/attendance committee/parent liaisons addressing school attendance.	9/6/23	6/19/24	
3	1	Parent workshops offered by school administration/attendance committee/parent liaisons addressing school attendance.	9/6/23	6/19/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	3	data will be reviewed quarterly for identification of students who are being successful within the incentive program	10/2/23	6/14/24	
4	1	Attendance review committee members will set up and identify student attendance interventions, monitoring the interventions and calling home.	9/6/23	6/7/24	

Budget Items

SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Attendance Committee - \$23 per hour, not to exceed \$500 per teacher - 2 hours per month for 10 members	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$4,600	SIA

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	\$0	\$0	\$12,000	\$0	\$0	\$0	\$0	\$0	\$12,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$6,000	\$0	\$6,000
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$23,612	\$0	\$23,612
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$43,748	\$0	\$43,748
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$12,000	\$0	\$0	\$0	\$73,360	\$0	\$85,360
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$8,740	\$0	\$8,740
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$13,800	\$0	\$13,800
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$25,500	\$0	\$25,500
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	\$48,040	\$0	\$48,040
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	\$12,000	\$0	\$0	\$0	\$121,400	\$0	\$133,400

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	\$12,000	\$0	\$12,000
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$12,000	\$0	\$12,000

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		Climate & Culture - Attendance/Behavior
x	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: Karen Fiermonte

Title: Principal

Date: 07/06/2023

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:

x	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
 Date: 07/06/2023

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: 07/06/2023