

**JOHN M. BAILEY COMMUNITY SCHOOL**

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: Targeted Support

Targeted Subgroup: Students with Disabilities

CDS: 170220040

# 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                        | Albert McCormick, Jr. | Yes                              | Yes                 | Yes                    |           |      |
| Teacher                          | Dawn Cole-Moon        | Yes                              | Yes                 | Yes                    |           |      |
| Teacher                          | Megan Sorrenti        | Yes                              | Yes                 | Yes                    |           |      |
| Teacher                          | Helen Zebrowski       | Yes                              | Yes                 | Yes                    |           |      |
| Teacher                          | Anthony Mackow        | Yes                              | Yes                 | Yes                    |           |      |
| Parent                           | Maggie Pagano         | Yes                              | Yes                 | Yes                    |           |      |
| Community Representative         | Kenneth Poesl         | Yes                              | Yes                 | Yes                    |           |      |

## ASP Development Team Meetings

| Date       | Topic  | Agenda Uploaded | Minutes Uploaded |
|------------|--|-----------------|------------------|
| 06/09/2021 | Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis, | Yes             | Yes              |
| 06/10/2021 | 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)     |
|-------------------------------|-----------------------|------------------------|---|---|---|--|
| K-8 I Ready                   | English Language Arts | Special Needs Subgroup | Yes   | Yes   | Yes   | Data Reports, Baseline, Mid-Year. End Year Assessment  |
| K-8 Educational Websites      | English Language Arts | Special Needs Subgroup | Yes   | Yes   | Yes   | Data Reports, Baseline, Mid-Year, End Year Assessment  |
| K-8 Chronic Absenteeism       | English Language Arts | Special Needs Subgroup | Yes   | Yes   | Yes   | Monthly Attendance Reports, Data Reports, Attendance Warning Letters, Truancy Referral Forms |

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.<br><a <="" _blank"&gt;link&lt;="" a&gt;="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <td data-bbox="777 368 994 432"> <b>Student Group</b> </td> <td data-bbox="1001 368 1077 432"> <b>ELA</b> </td> <td data-bbox="1084 368 1160 432"> <b>Math</b> </td> <td data-bbox="1167 368 1243 432"> <b>Alg1</b> </td> <td data-bbox="1249 368 1326 432"> <b>Alg2</b> </td> <td data-bbox="1332 368 1406 432"> <b>Geo</b> </td> <td data-bbox="1413 368 1809 1417" rowspan="15">           N/A NJSLA waived due to pandemic         </td> <td data-bbox="1816 368 2179 1417" rowspan="15">           ELA Concerns:<br/>           Grade 3- Informational Text and Literacy<br/>           Grade 4- Informational Text<br/>           Grade 5- Informational Text and expressions<br/>           Grade 6 -Vocabulary<br/>           Grade 7- Informational Text<br/>           Grade 8- Vocabulary<br/><br/>           Math Concerns:<br/>           Grade 3- Modeling<br/>           Grade 4- Supporting content and reasoning<br/>           Grade 5- Reasoning<br/>           Grade 6 &amp; 7- Modeling<br/>           Grade 8- Reasoning<br/><br/>           Subgroup Concerns:<br/>           Grade 3 Math &amp; ELA - Special Education &amp; White<br/>           Grade 4-Special Education &amp; White<br/>           Grade 5- Math &amp; ELA-General Education, Economically Disadvantaged, &amp;         </td> </a> | <b>Student Group</b>                        | <b>ELA</b> | <b>Math</b> | <b>Alg1</b> | <b>Alg2</b> | <b>Geo</b> | N/A NJSLA waived due to pandemic        | ELA Concerns:<br>Grade 3- Informational Text and Literacy<br>Grade 4- Informational Text<br>Grade 5- Informational Text and expressions<br>Grade 6 -Vocabulary<br>Grade 7- Informational Text<br>Grade 8- Vocabulary<br><br>Math Concerns:<br>Grade 3- Modeling<br>Grade 4- Supporting content and reasoning<br>Grade 5- Reasoning<br>Grade 6 & 7- Modeling<br>Grade 8- Reasoning<br><br>Subgroup Concerns:<br>Grade 3 Math & ELA - Special Education & White<br>Grade 4-Special Education & White<br>Grade 5- Math & ELA-General Education, Economically Disadvantaged, & |
|                         |   | Schoolwide                                  | 56.9 %     | 37.7%       | *           |             |            |   |  |
|                         |   | White                                       | 60.1 %     | 44.4%       | *           |             |            |   |  |
|                         |   | Hispanic                                    | 51.3 %     | 31.7%       | *           |             |            |   |  |
|                         |   | Black or African American                   | 63.3 %     | 30%         |             |             |            |   |  |
|                         |   | Asian, Native Hawaiian, or Pacific Islander | 77.8 %     | 55.6%       | *           |             |            |   |  |
|                         |   | American Indian or Alaska Native            |            |             |             |             |            |   |  |
|                         |   | Two or More Races                           | 57.1 %     | 38.1%       | *           |             |            |   |  |
|                         |   | Female                                      | 62.6 %     | 36.3%       | *           |             |            |   |  |
|                         |   | Male  | 51.2 %     | 39%         | *           |             |            |   |  |
|                         |   | Economically Disadvantaged Students         | 51%        | 33.3%       | *           |             |            |   |  |
|                         |   | Non-Economically Disadvantaged Students     | 65.6 %     | 44.2%       | *           |             |            |   |  |
|                         |   | Students with Disabilities                  | 12.9 %     | *           |             |             |            |   |  |
|                         |   | Students without Disabilities               | 63.6 %     | *           | *           |             |            |   |  |
|                         |   | English Learners                            | 38.5 %     | 31%         |             |             |            |   |  |
| Non-English Learners    | 58.2 %  | 38.2%                                       | *          |             |             |             |            |   |  |
| 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                                     |   |
|             |                     | Military-Connected Students | *   | *    |      |      |   |   |
|             |                     | Migrant Students            |     |      |      |      |   |   |
|             |                     |                             |     |      |      |      |   | Hispanic (ELA)<br>Grade 6- Math & ELA<br>Special Education<br>Grade 7- Math & ELA-<br>Special Education<br>Grade 8- Math & ELA -<br>Economically<br>Disadvantaged &<br>African American |

| Data Source | Factors to Consider   | Prepopulated Data  |         |         |          | Your Data (Provide any additional data) | Observations / Trends  |
|-------------|---|--------------------|---------|---------|----------|---|--|
| Science*    | NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a> | NJSLA-S            |         |         |          | N/A NJSLA waived due to pandemic        | Subgroup Concerns:<br><br>Grade 5- Special Education, Economically Disadvantaged, & Hispanic<br><br>Grade 8- Special Education, Economically Disadvantaged |
|             |   | Student Group      | Grade 5 | Grade 8 | Grade 11 |   |  |
|             |   | Schoolwide         | 14%     | 11%     |          |   |  |
|             |   | White              | 9%      | 5%      |          |   |  |
|             |   | Hispanic           | 8%      | 15%     |          |   |  |
|             |   | Black or African   |         |         |          |   |  |
|             |   | Asian, Native      |         |         |          |   |  |
|             |   | American Indian or | *       | *       |          |   |  |
|             |   | Two or More Races  |         |         |          |   |  |
|             |   | Female             | 12%     | 15%     |          |   |  |
|             |   | Male               | 16%     | 7%      |          |   |  |
|             |   | Economical ly      | 11%     | 9%      |          |   |  |
|             |   | Non-Economical     | 20%     | 13%     |          |   |  |
|             |   | Students with      |         | 0%      |          |   |  |

| 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        |         | 13%     |          |   |                       |
|             |                     | English Learners        | *       |         |          |   |                       |
|             |                     | Non-English             | 14%     |         |          |   |                       |
|             |                     | 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)<br>*Identify overall school wide growth performance by content.<br>*Identify interaction between student proficiency level. | Student Group                      | ELA   | Math  | N/A due to pandemic                     | School wide trend:<br>ELA went up 7 points.<br>Math stayed the same.<br><br>ELA:<br>White- increase<br>Hispanic- increase<br>Black/A.A.- increase<br>Eco.Dis.- same<br>Stud. Dis. increase<br><br>Math:<br>White- increase<br>Hispanic- increase<br>Black/A.A.- increase<br>Eco.Dis.- same<br>Stud. Dis. increase |
|                               |   | Schoolwide                         | 55%   | 38.5% |   |   |
|                               |   | White                              | 62%   | 40.5% |   |   |
|                               |   | Hispanic                           | 53%   | 37%   |   |   |
|                               |   | Black or African American          | 43%   | 44%   |   |   |
|                               |   | Asian, Native Hawaiian, or Pacific | 69%   | *     |   |   |
|                               |   | American Indian or Alaska Native   |       |       |   |   |
|                               |   | Two or More Races                  | 51%   | 22%   |   |   |
|                               |   | Female                             | 53%   | 37%   |   |   |
|                               |   | Male                               | 57.5% | 41%   |   |   |
|                               |   | Economically Disadvantaged         | 52%   | 37%   |   |   |
|                               |   | Non-Economically Disadvantaged     |       |       |   |   |
|                               |   | Students with Disabilities         | 40.5% | 37%   |   |   |
| Students without Disabilities |   |                                    |       |       |   |   |



| Data Source | Factors to Consider | Prepopulated Data           |     |       | Your Data (Provide any additional data) | Observations / Trends |
|-------------|---------------------|-----------------------------|-----|-------|---|-----------------------|
|             |                     | Student Group               | ELA | Math  |   |                       |
|             |                     | English Learners            | 74% | 46.5% |   |                       |
|             |                     | 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   |
|-------------------------------------|---|-------------------|---------|----------|---------|---------|---|---|
| Benchmark Assessment Participation* | Please list any cycles where the 95% participation rate was not met. Please provide explanation.<br>*Identify patterns by subgroup<br>*Identify patterns by grade | ELA               |         |          |         |         | Grades K-8 complete a district-created Benchmark Assessment on grade level. | Grades K-8 complete a district created Benchmark Assessment on grade level. |
|                                     |   | 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%      |   |                       |
|             |                     | <b>Math</b>       |         |         |         |         |   |                       |
|             |                     | 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.<br>*Identify patterns by grade/subgroups<br>*Identify patterns by chronic absenteeism<br>*Identify patterns by students with chronic disciplinary infractions | Grade             | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | Grades K-8 complete a district-created Benchmark Assessment on grade level. | Grades K-2 do a I-Ready Diagnostic test that does not provide results to Cycle 3. |
|   |  | K                 | 0%      | 0%      | 0%      | 0%      |   |   |
|   |  | 1                 | 0%      | 0%      | 0%      | 0%      |   |   |
|   |  | 2                 | 0%      | 0%      | 0%      | 0%      |   |   |
|   |  | 3                 | 0%      | 0%      | 0%      | 0%      |   |   |
|   |  | 4                 | 0%      | 0%      | 0%      | 0%      |   |   |
|   |  | 5                 | 0%      | 0%      | 0%      | 0%      |   |   |
|   |  | 6                 | 0%      | 0%      | 0%      | 0%      |   |   |
|   |  | 7                 | 0%      | 0%      | 0%      | 0%      |   |   |
|   |  | 8                 | 0%      | 0%      | 0%      | 0%      |   |   |
|   |  | 9                 | 0%      | 0%      | 0%      | 0%      |   |   |
|   |  | 10                | 0%      | 0%      | 0%      | 0%      |   |   |
|   |  | 11                | 0%      | 0%      | 0%      | 0%      |   |   |
| 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.<br>*Identify patterns by grade/subgroups<br>*Identify patterns by chronic absenteeism<br>*Identify patterns by students with chronic disciplinary infractions | Grade             | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | Grades K-8 complete a district-created Benchmark Assessment on grade level. | Grades K-2 do a I-Ready Diagnostic test that does not provide results to Cycle 3. |
|  |  | K                 | 0%      | 0%      | 0%      | 0%      |   |   |
|  |  | 1                 | 0%      | 0%      | 0%      | 0%      |   |   |
|  |  | 2                 | 0%      | 0%      | 0%      | 0%      |   |   |
|  |  | 3                 | 0%      | 0%      | 0%      | 0%      |   |   |
|  |  | 4                 | 0%      | 0%      | 0%      | 0%      |   |   |
|  |  | 5                 | 0%      | 0%      | 0%      | 0%      |   |   |
|  |  | 6                 | 0%      | 0%      | 0%      | 0%      |   |   |
|  |  | 7                 | 0%      | 0%      | 0%      | 0%      |   |   |
|  |  | 8                 | 0%      | 0%      | 0%      | 0%      |   |   |
|  |  | 9                 | 0%      | 0%      | 0%      | 0%      |   |   |
|  |  | 10                | 0%      | 0%      | 0%      | 0%      |   |   |
|  |  | 11                | 0%      | 0%      | 0%      | 0%      |   |   |
| 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 | -2% | Grades K-8 complete a district-created Benchmark Assessment on grade level. | -2% of ELP students are expected to display growth this academic school year. |

| CLIMATE & CULTURE           |   |   |       |   |  |
|-----------------------------|---|---|-------|---|--|
| Data Source                 | Factors to Consider   | Prepopulated Data                         |       | Your Data (Provide any additional data) | Observations / Trends                                      |
| Enrollment*                 | Number of students enrolled in your building<br>*Identify overall enrollment trends<br>*Identify enrollment by grade and subgroup                     | Overall YTD Student Enrollment Average    | 0     | 643                                     | Enrollment dropped slightly from the previous school year. |
|                             |   | 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<br>*Identify patterns by grade<br>*Identify patterns by teacher<br>*Identify interventions | Overall YTD Student Attendance Average    | 0.00% | 4,899 absences                          | 280 were female<br>363 were male                           |
|                             |   | 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<br>*Identify patterns by grade<br>*Identify patterns by teacher<br>*Identify interventions | Overall YTD Chronic Absenteeism    | 0.00% | Due to the pandemic, several students did not maintain consistent attendance which was a significant factor.   | It appeared as if the same students were in violation of the attendance policy throughout the school closure. We concentrate on students with 10 or more absences in a given year. |
|                                 |   | Subgroup 1 YTD Chronic             | 0.00% |  |  |
|                                 |   | Subgroup 2 YTD Chronic Absenteeism | 0.00% |  |  |
|                                 |   |                                    |       |  |  |
| Attendance Rate (Staff)*        | The average daily attendance for staff<br>*Identify patterns by grade<br>*Identify chronic absenteeism<br>*Identify reasons for absenteeism   | Staff Attendance YTD               | 0.00% | For the most part, staff members maintain good attendance. During the pandemic, staff attendance improved. There were minimal concerns with no trends for chronic absenteeism among staff. | Staff attendance improved from the previous year.  |

| Data Source | Factors to Consider  | Prepopulated Data   |       | Your Data (Provide any additional data)                               | Observations / Trends                      |
|-------------|--|---|-------|---|--|
| Discipline* | The number of suspensions, expulsions, and incident reports<br>*Identify types of incidents<br>*Identify patterns by subgroup<br>*Identify chronic offenders | Student Suspension YTD Average - In School                    | 0.00% | Students are disciplined as needed for violating the Code of Conduct. | Suspensions were minimal in the past year. |
|             |  | Student Suspension YTD Average - In School for Subgroup 1     | 0.00% |   |  |
|             |  | Student Suspension YTD Average - In School for Subgroup 2     | 0.00% |   |  |
|             |  | Student Suspension YTD Average - Out of School                | 0.00% |   |  |
|             |  | Student Suspension YTD Average - Out of School for Subgroup 1 | 0.00% |   |  |
|             |  | Student Suspension YTD Average - Out of School for Subgroup 2 | 0.00% |   |  |

| Data Source               | Factors to Consider   | Prepopulated Data | Your Data (Provide any additional data)                                | Observations / Trends |
|---------------------------|---|-------------------|--|-----------------------|
| Climate & Culture Surveys | Results from surveys<br>*Identify staff satisfaction and support<br>*Identify perception of the environment<br>*Identify perceptions of students<br>*Identify perceptions of family |                   | We did not do this survey. It is conducted at least every three years. | N/A                   |

| 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?<br>Examples of what could cause a student to be at risk:<br>* under credited<br>* chronically absent<br>* frequent suspension<br>(* - Data suppressed) | Student Group                               | 5 Year Rate | 4 Year Rate |   |                       |
|                             |  | 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 |   |   |   |                       |
| Algebra                              | Previous year's data provided. Please provide current year's data if possible.   | # of 8th grade students enrolled in Algebra 1           | 5 |   |                       |
|                                      |  | % 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 |
| Classroom Observations | Teacher practice as measured on state-approved teacher practice instrument<br>*Identify % of teachers on CAP in the previous school year<br>*Identify instructional trends<br>*Identify professional development needs |   | Framework: Danielson<br># Teachers to Evaluate: 54<br># Non-tenure teachers (years 1 & 2) - 10<br># Non-tenure teachers (years 3 & 4)- 4<br># Teachers on CAP- 0<br>#Teachers receiving mSGP - 0<br>Scheduled: 115<br>Completed: 115<br>Highly Effective- 65<br>Effective- 50<br>Partially Effective- 0<br>Ineffective- 0 |                       |

OTHER INDICATORS

| Data Source                  | Factors to Consider                                     | Your Data (Provide any additional data necessary) | Observations / Trends |
|------------------------------|---|---|-----------------------|
| Attendance                   | Chronic Illness   | Attendance Reports, Documentation                 | N/A                   |
| Parent and Family Engagement | Socioeconomic, work, time, pandemic                     | Sign in Sheets                                    | N/A                   |
| Financial                    | Large population of economically disadvantaged families | Free and reduced lunch                            | N/A                   |

## Process Questions and Growth and Reflection Tool

| Component  | Indicator Descriptor Level |   | Overall Strengths Summary | Areas of Focus Summary |               |
|--|----------------------------|---|---------------------------|------------------------|---------------|
| Standards, Student Learning Objectives (SLOs), and Effective Instruction | 1                          | A | 4-Sustaining              | 1.1, 1.2, 1.4          | 1.3, 1.5      |
|  | 2                          | A | 4-Sustaining              |                        |               |
|  | 3                          | A | 3-Developing              |                        |               |
|  | 4                          | A | 4-Sustaining              |                        |               |
|  | 5                          | A | 3-Developing              |                        |               |
| Assessment   | 1                          | A | 4-Sustaining              | 2.1, 2.2               | 2.3           |
|  | 2                          | A | 4-Sustaining              |                        |               |
|  | 3                          | A | 3-Developing              |                        |               |
| Professional Learning Community (PLC)                                    | 1                          | A | 3-Developing              | 3.4                    | 3.1, 3.2, 3.3 |
|  | 2                          | A | 3-Developing              |                        |               |
|  | 3                          | A | 3-Developing              |                        |               |
|  | 4                          | A | 3-Developing              |                        |               |



| Component                           | Indicator Descriptor Level |   | Overall Strengths Summary | Areas of Focus Summary |  |
|-------------------------------------|----------------------------|---|---------------------------|------------------------|--|
| Culture                             | 1                          | A | 4-Sustaining              | 4.1, 4.6, 4.8, 4.10    | 4.2, 4.3, 4.4, 4.5, 4.7, 4.9, 4.11, 4.12, 4.13, 4.14 |
|                                     | 2                          | A | 2-Emerging                |                        |  |
|                                     | 3                          | A | 3-Developing              |                        |  |
|                                     | 4                          | A | 3-Developing              |                        |  |
|                                     | 5                          | A | 3-Developing              |                        |  |
|                                     | 6                          | A | 4-Sustaining              |                        |  |
|                                     | 7                          | A | 3-Developing              |                        |  |
|                                     | 8                          | A | 4-Sustaining              |                        |  |
|                                     | 9                          | A | 3-Developing              |                        |  |
|                                     | 10                         | A | 4-Sustaining              |                        |  |
|                                     | 11                         | A | 3-Developing              |                        |  |
|                                     | 12                         | A | 3-Developing              |                        |  |
|                                     | 13                         | A | 3-Developing              |                        |  |
|                                     | 14                         | A | 3-Developing              |                        |  |
| Teacher and Principal Effectiveness | 1                          | A | 3-Developing              | 5.1                    | 5.1  |

## Priority Performance Needs and Root Cause Analysis

| Area of Focus for SMART Goals                                | Priority Performance Need   | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)   | Targeted Subgroup (s)      | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) |  |
|--|---|---|----------------------------|--|--|
| Climate and Culture, including Social and Emotional Learning | Chronic Absenteeism- Why are some students not attending school on a regular basis? | Contributing factors may include:<br>extended illness<br>out-of-school suspension<br>transportation issues. (missing school bus)<br>low engagement<br>social-emotional stressors<br>disability/health issue | Special Needs;<br>Hispanic | 1  | Continue a reward incentive for model monthly attendance.  |
|  |   |   |                            | 2  | Keep a file for students with district attendance letters and appropriate medical documentation.   |
|  |   |   |                            | 3  | An attendance committee will be formed to discuss a plan of action for any students in violation of the district attendance policy. An attendance monitor will be appointed to assess and communicate daily attendance concerns. |
| Assessment/Data Analysis                                     | Growth of Academic Performance  | Classified students (i.e. emotional/behavior disorders; academic weakness)<br><br>Lack of motivation<br><br>Lack of parental guidance/support   | Special Needs              | 1  | Implement the resources previously purchased with concentration on motivational, educational, and real-world connections.  |
|  |   |   |                            | 2  | Parent workshops   |
|  |   |   |                            | 3  | Family Educational Nights  |



| 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         | Literacy skills and exposure   | Lack of computer-based programs for ELA.   | Special Needs and all students | 1  | Purchase I-Ready for ELA and Math grades K-8  |
|                               |                                | Not enough material for special education classes  |                                | 2  | Continue to incorporate novels and reading materials.   |
|                               |                                | Lack of professional development in the content areas for all teachers   |                                | 3  | Provide professional development opportunities to staff.  |
| Effective Instruction         | Vocabulary skills and exposure | Language barrier: A total of four students were eligible to take the ACCESS test in the Spring of 2021. At one point, these students may have attended our district ESL program or did not attend due to parent refusal. These students qualify for Title I services to support their needs. We will continue to monitor their progress and provide the appropriate assistance so they can meet their educational goals. | All students                   | 1  | Purchase Flocabulary for grades K-8   |
|                               |                                |  |                                | 2  | Introduce a word of the week  |
|                               |                                |  |                                | 3  | Learning A-Z Raz Plus; Teachers Pay Teachers subscription; Super Teacher Worksheets subscription; Scholastic material |
|                               |                                | Lack of parent involvement or ability to assist their struggling children<br><br>Lack of sufficient vocabulary materials   |                                |  |   |

## SMART Goal 1

During the 2021-2022 school year, John Bailey Community School will conduct outreach to families of our Special Needs students that will result in a decrease in the number of students chronically absent for the year.

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

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

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

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

Target Population:                      Special Needs; Hispanic

## Interim Goals

### SMART Goal 1

| End of Cycle | Interim Goal   | Source(s) of Evidence   |
|--------------|--|---|
| Nov 15       | Attendance monitor will prepare a list of at-risk students that will be referred to the attendance committee. This position will commence in September 2021. At each cycle, we will review and provide an update as to the status of each student's attendance. Further, we will provide necessary intervention as it is deemed appropriate. | Realtime Attendance Data<br>Teacher records<br>Daily attendance<br>Medical documentation<br>District Policy letters   |
| Feb 15       | Students referred to the attendance committee will show a decrease in absenteeism.   | Realtime Attendance Data<br>Teacher records<br>Daily attendance<br>Medical documentation<br>District Policy letters<br>Parent conferences<br>Attendance committee reports |

| End of Cycle | Interim Goal   | Source(s) of Evidence   |
|--------------|--|---|
| Apr 15       | Students referred to the attendance committee will show a decrease in absenteeism.   | Realtime Attendance Data<br>Teacher records<br>Daily attendance<br>Medical documentation<br>District Policy letters<br>Parent conferences<br>Attendance committee reports |
| Jul 1        | During the 2021-2022 school year, John Bailey Community School will conduct outreach to families of our Special Needs students that will result in a decrease in the number of students chronically absent for the year. | Realtime Attendance Data<br>Teacher records<br>Daily attendance<br>Medical documentation<br>District Policy letters<br>Parent conferences<br>Attendance committee reports |

## Action Steps

### SMART Goal 1

| Step Numbe | Strategy | Action Steps   | Start Date | End Date | Assigned To                             |
|------------|----------|--|------------|----------|---|
| 1          | 1        | Students will be introduced to the new Attendance Incentive Program. Zero to one day absent per month. | 10/1/21    | 7/1/22   | Principal                               |
| 2          | 2        | Students at risk for infringement of Attendance Policy will be referred to the attendance committee.   | 10/1/21    | 7/1/22   | Homeroom Teacher                        |
| 3          | 2        | Homeroom teachers will identify and refer at-risk students.  | 10/1/21    | 7/1/22   | Homeroom Teacher                        |
| 4          | 3        | Attendance committee will compile a list every 2 weeks.  | 10/1/21    | 7/1/22   | Attendance Committee/Attendance Monitor |

| Step Numbe | Strategy | Action Steps   | Start Date | End Date | Assigned To                             |
|------------|----------|--|------------|----------|---|
| 5          | 3        | Attendance committee will reach out to parents/guardians | 10/1/21    | 7/1/22   | Attendance Committee/Attendance Monitor |

## Budget Items

### SMART Goal 1

| Corresponding Action Step | Resource / Description                      | Funding Category / Object Code                        | Funding Requested | Funding Source |
|---------------------------|---|---|-------------------|----------------|
| 4                         | Personnel salaries for attendance committee | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$1,000           | SIA            |

## SMART Goal 2

During the 2021-2022 school year, John M. Bailey Community School will emphasize and promote increased motivation and academic performance through real-world connections.

Priority Performance                      Growth of Academic Performance

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

Strategy 2:                      Parent workshops

Strategy 3:                      Family Educational Nights

Target Population:              Special Needs

### Interim Goals

#### SMART Goal 2

| End of Cycle | Interim Goal  | Source(s) of Evidence   |
|--------------|---|---|
| Nov 15       | Students will show an increase in motivation and a positive outlook towards school from the incorporation of real-world connection lessons. | Emotional well being<br>Daily Attendance<br>Teacher observation<br>Academic performance   |
| Feb 15       | Continue promoting a positive learning environment  | Emotional well being<br>Daily Attendance<br>Teacher observation<br>Academic performance<br>Daily Behavior Logs<br>Improved behavior |

| End of Cycle | Interim Goal   | Source(s) of Evidence  |
|--------------|--|--|
| Apr 15       | See an increase in students rewarded for increased motivation and academic performance.  | Emotional well being<br>Daily Attendance<br>Teacher observation<br>Academic performance<br>Daily Behavior Logs<br>Improved behavior<br>Teacher's records of students rewards |
| Jul 1        | During the 2021-2022 school year, John M. Bailey Community School will emphasize and promote increased motivation and academic performance through real-world connections. | Daily Attendance<br>Teacher observation<br>Academic performance<br>Improved behavior<br>Teacher's records of students rewards  |

## Action Steps

### SMART Goal 2

| Step Numbe | Strategy | Action Steps  | Start Date | End Date | Assigned To          |
|------------|----------|---|------------|----------|----------------------|
| 1          | 1        | Implement motivational, educational, strategic board games and storage cart; these items were previously purchased. | 10/1/21    | 7/1/22   | Principal            |
| 2          | 2        | Students at risk for infringement of Attendance Policy will be referred to the attendance committee                 | 10/1/21    | 7/1/22   | Homeroom Teacher     |
| 3          | 2        | Homeroom teachers will identify and refer at-risk students  | 10/1/21    | 7/1/22   | Homeroom Teacher     |
| 4          | 3        | Attendance committee will compile a list every 2 weeks  | 10/1/21    | 7/1/22   | Attendance committee |
| 5          | 3        | Attendance committee will contact parents / guardians   | 10/1/21    | 7/1/22   | Attendance committee |



## Budget Items

### SMART Goal 2

| Corresponding Action Step | Resource / Description             | Funding Category / Object Code                     | Funding Requested | Funding Source |
|---------------------------|------------------------------------|--|-------------------|----------------|
| 1                         | Supplemental educational resources | INSTRUCTION -<br>Supplies & Materials /<br>100-600 | \$3,620           | SIA            |

## SMART Goal 3

During the 2021-2022 school year, John M. Bailey Community School will emphasize additional opportunities for our Special Needs population to have access to increased exposure to informational and literature reading materials.

Priority Performance                      Literacy skills and exposure

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

Strategy 2:                                  Continue to incorporate novels and reading materials.

Strategy 3:                                  Provide professional development opportunities to staff.

Target Population:                      Special Needs and all students

## Interim Goals

### SMART Goal 3

| End of Cycle | Interim Goal   | Source(s) of Evidence   |
|--------------|--|---|
| Nov 15       | Students will begin to take Diagnostic Assessments to obtain a baseline score.<br>Professional Development dates:<br>Additional reading materials will be purchased  | Data from the beginning of the year Diagnostic Assessments<br>One I-Ready Professional Development completed<br>Materials purchased will be distributed |
| Feb 15       | Students will increase from the baseline score.<br>Professional Development  | I-Ready reports<br>I-Ready Professional Development completed   |
| Apr 15       | Students will increase from the midyear score.   | I-Ready reports<br>District Assessment #3   |
| Jul 1        | During the 2021-2022 school year, John M. Bailey Community School will emphasize additional opportunities for our Special Needs population to have access to increased exposure to informational and literature reading materials. | End of year I-Ready Data<br>End of year District Assessments  |

## Action Steps

### SMART Goal 3

| Step Numbe | Strategy | Action Steps   | Start Date | End Date | Assigned To            |
|------------|----------|--|------------|----------|------------------------|
| 1          | 1        | Newly purchased i-Ready computer components/workbooks for ELA in grades 3-8 will be incorporated into ELA classes at least twice a week. The i-Ready program will also focus on Mathematics K-8; workbooks not included for mathematics. | 10/1/21    | 7/1/22   | ELA Classroom teachers |
| 2          | 2        | Newly purchased novels, reading materials, and student magazine subscriptions will be incorporated into ELA classes.   | 10/1/21    | 7/1/22   | ELA Classroom teachers |
| 3          | 3        | Professional development will be presented in the early part of the 2021-2022 school year.   | 10/1/21    | 7/1/22   | Principal              |

## Budget Items

### SMART Goal 3

| Correspondin<br>g Action Step | Resource / Description | Funding Category /<br>Object Code                  | Funding<br>Requested | Funding Source |
|-------------------------------|------------------------|--|----------------------|----------------|
| 1                             | Iready                 | INSTRUCTION -<br>Supplies & Materials /<br>100-600 | \$27,000             | SIA            |

## SMART Goal 4

During the 2021-2022 school year, John M. Bailey Community School will emphasize an increased exposure to vocabulary, resulting in an increase in the schoolwide ELA score.

Priority Performance                      Vocabulary skills and exposure

Strategy 1:                                  Purchase Flocabulary for grades K-8

Strategy 2:                                  Introduce a word of the week

Strategy 3:                                  Learning A-Z Raz Plus; Teachers Pay Teachers subscription; Super Teacher Worksheets subscription; Scholastic material

Target Population:                      All students

## Interim Goals

### SMART Goal 4

| End of Cycle | Interim Goal  | Source(s) of Evidence  |
|--------------|---|--|
| Nov 15       | Students will continue using Flocabulary.<br>Students will continue using Raz Plus to enhance reading comprehension.<br>Students will be exposed to a "Word" of the week.   | Teachers will have imported students into appropriate class sections<br>Students will use word of the week in ELA lessons<br>Teachers will participate in webinars |
| Feb 15       | Students will show an increase in Word mastery as per achievements on Flocabulary. Students will continue to be exposed to a "Word" of the week.                            | Data from Flocabulary and Raz plus<br>Students will continue to use the word of the week in ELA lessons  |
| Apr 15       | Students will show an additional increase in Word mastery as per achievements on Flocabulary.<br>Students will continue to be exposed to a "Word" of the week.              | Data from Flocabulary and Raz plus<br>Students will continue to use the word of the week in ELA lessons  |
| Jul 1        | During the 2021-2022 school year, John M. Bailey Community School will emphasize an increased exposure to vocabulary, resulting in an increase in the schoolwide ELA score. | End of year Flocabulary data and Raz Plus  |

## Action Steps

### SMART Goal 4

| Step Numbe | Strategy | Action Steps  | Start Date | End Date | Assigned To            |
|------------|----------|---|------------|----------|------------------------|
| 1          | 1        | Newly purchased Flocabulary subscription for grades K-8 will be incorporated into ELA classes as well as additional subject areas.    | 10/1/21    | 7/1/22   | K-8 classroom teachers |
| 2          | 2        | Initiate weekly "word" of the week.   | 10/1/21    | 7/1/22   | K-8 classroom teachers |
| 3          | 3        | Newly purchased Learning A-Z Raz-Plus will be used in K-3 classes; education.com subscription has also been purchased for this group. | 10/1/21    | 7/1/22   | K-3 classroom teachers |

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< SMART Goal 4 - Budget Items: NO DATA >

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### Other Title 1 Expenditures

| Resource / Description           | Start Date | End Date | Assigned To | Funding Category /                                    | Funding Requested | Funding Resource        |
|----------------------------------|------------|----------|-------------|---|-------------------|-------------------------|
| TITLE 1 SALARIES-INSTRUCTION     | 9/1/21     | 6/30/22  | BUILDING    | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$178,461.00      | Federal Title I (School |
| TITLE I INSTRUCTIONAL SUPPLY     | 9/1/21     | 6/30/22  | BUILDING    | INSTRUCTION - Supplies & Materials / 100-600          | \$14,492.00       | Federal Title I (School |
| TITLE I NON INSTRUCTIONAL SUPPLY | 9/1/21     | 6/30/22  | BUILDING    | SUPPORT SERVICES - Supplies & Materials / 200-600     | \$6,656.00        | Federal Title I (School |

## Budget Summary

| Budget Category  | Sub Category                                | Function & Object Code | State/Local Budget for School | Federal Title I (Priority / Focus Intervention s Reserve) | Federal Title I (School Allocation) | Federal Title I (Reallocated Funds) | Federal CARES - ESSER Funds | Other Federal Funds Allocated to School | SIA (If Applicable) Allocated to School | SIA Carryover | TOTAL    |
|------------------|---|------------------------|-------------------------------|---|-------------------------------------|-------------------------------------|-----------------------------|---|---|---------------|----------|
| INSTRUCTION      | Personnel Services - Salaries               | 100-100                | \$0                           | \$0   | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$1,000                                 | \$0           | \$1,000  |
| 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   | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$30,620                                | \$0           | \$30,620 |
| INSTRUCTION      | Other Objects                               | 100-800                | \$0                           | \$0   | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0      |
| INSTRUCTION      | Sub-total                                   |                        | \$0                           | \$0   | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$31,620                                | \$0           | \$31,620 |
| SUPPORT SERVICES | Personnel Services - Salaries               | 200-100                | \$0                           | \$0   | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0      |
| SUPPORT SERVICES | Personnel Services - Employee Benefits      | 200-200                | \$0                           | \$0   | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0      |
| SUPPORT SERVICES | Purchased Professional & Technical Services | 200-300                | \$0                           | \$0   | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0      |
| SUPPORT SERVICES | Purchased Property Services                 | 200-400                | \$0                           | \$0   | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0      |

| Budget Category  | Sub Category               | Function & Object Code | State/Local Budget for School | Federal Title I (Priority / Focus Interventions Reserve) | Federal Title I (School Allocation) | Federal Title I (Reallocated Funds) | Federal CARES - ESSER Funds | Other Federal Funds Allocated to School | SIA (If Applicable) Allocated to School | SIA Carryover | TOTAL |
|------------------|----------------------------|------------------------|-------------------------------|--|-------------------------------------|-------------------------------------|-----------------------------|---|---|---------------|-------|
| SUPPORT SERVICES | Other Purchased Services   | 200-500                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| SUPPORT SERVICES | Travel                     | 200-580                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| SUPPORT SERVICES | Supplies & Materials       | 200-600                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| SUPPORT SERVICES | Other Objects              | 200-800                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| SUPPORT SERVICES | Indirect Costs             | 200-860                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| SUPPORT SERVICES | Sub-total                  |                        | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| FACILITIES       | Buildings                  | 400-720                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| FACILITIES       | Instructional Equipment    | 400-731                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| FACILITIES       | Noninstructional Equipment | 400-732                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| FACILITIES       | Sub-total                  |                        | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| SCHOOLWIDE       | Schoolwide Blended         | 520-930                | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |
| SCHOOLWIDE       | Sub-total                  |                        | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$0                                     | \$0           | \$0   |



| Budget Category | Sub Category | Function & Object Code | State/Local Budget for School | Federal Title I (Priority / Focus Interventions Reserve) | Federal Title I (School Allocation) | Federal Title I (Reallocated Funds) | Federal CARES - ESSER Funds | Other Federal Funds Allocated to School | SIA (If Applicable) Allocated to School | SIA Carryover | TOTAL    |
|-----------------|--------------|------------------------|-------------------------------|--|-------------------------------------|-------------------------------------|-----------------------------|---|---|---------------|----------|
| Total Cost      |              |                        | \$0                           | \$0  | \$0                                 | \$0                                 | \$0                         | \$0                                     | \$31,620                                | \$0           | \$31,620 |

## Overview of Total Title 1 Expenditures

|                              | Federal Title 1<br>(Priority/Focus Interventions) | Federal Title 1 (School<br>Allocation) Total | Federal Title 1<br>(Reallocated Funds) | TOTAL     |
|------------------------------|---|--|--|-----------|
| Included in SMART Goal Pages | \$0   | \$0  | \$0                                    | \$0       |
| Other Title 1 Expenditures   | \$0   | \$199,609                                    | \$0                                    | \$199,609 |
| Total                        | \$0   | \$199,609                                    | \$0                                    | \$199,609 |

## 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 |   | Climate and Culture, including Social and Emotional Learning |
| x |   | Assessment/Data Analysis                                     |
| x |   | Effective Instruction  |
| x |   | Effective Instruction  |
| 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: Albert McCormick, Jr.

Title: Principal

Date: 06/24/2021

## 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:

|   |   |
|---|---|
| x | I certify I have completed and certified the required LEA Resource Equity Review. |
|---|---|

Certified By: Dennis C. Degnan  
 Title: Assistant Superintendent of Schools for Federal and State  
 Date: 07/20/2021

## 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. Noesz  
Title: Superintendent of Schools  
Date: 07/20/2021