

WOODROW WILSON COMMUNITY SCHOOL

District: BAYONNE CITY

School Identification: NA

County: HUDSON

Targeted Subgroup

Team: NA

CDS: 170220130

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	Maureen Brown	Yes	Yes	Yes		
Assistant Principal	Lisa Wasielewski	Yes	Yes	Yes		
Counselor	Daniela Costanza	Yes	Yes	Yes		
Teacher	Tina Kang	Yes	Yes	Yes		
Teacher	Maria Iapicca	Yes	Yes	Yes		
Community Member	Kerri Ashe	Yes	No	No		
Paraprofessional	Tanya McCormack	Yes	No	No		
Parent	Spencer Kubert	Yes	No	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Specialized Support Staff	Jillian Lissenden	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
03/25/2021	Prior Year Evaluation	Yes	Yes
04/01/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/15/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/22/2021	Smart Goal Development	Yes	Yes
04/29/2021	Smart Goal Development	Yes	Yes
05/13/2021	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
RTI	ELA/Math	Struggling students	Yes	No	Yes	Although RTI was used as a strategy to assist struggling students, remote learning altered the manner in which it was conducted. Despite the challenges of virtual learning, we do still have evidence of success.
Small group instruction	ELA/Math	All students	Yes	No	Yes	Although small group instruction was used as a format for instruction, remote learning altered the manner in which it was conducted. Despite the challenges of virtual learning, we do still have evidence of success.

STUDENT ACHIEVEMENT										
Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends	
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.	Student Group	ELA	Math	Alg1	Alg2	Geo	Benchmark Unit Assessments		With the exception of our current grade 7 math data, proficiency rates have increased school wide.
		Schoolwide	63.1 %	39.7%	*			% Proficient Math	ELA	
		White	68.8 %	44.4%	*			Third Grade		
		Hispanic	54%	26.6%				79.0%		
		Black or African American	49.2 %	21.5%				74.0%		
		Asian, Native Hawaiian, or Pacific Islander	83.3 %	75%	*			Fourth Grade		
		American Indian or Alaska Native	*	*				52.0%		
		Two or More Races	*	*				74.0%		
		Female	71.8 %	38.9%	*			Fifth Grade		
		Male	55.3 %	40.4%	*			96.0%		
		Economically Disadvantaged Students	60.8 %	39.6%	*			71.0%		
		Non-Economically Disadvantaged Students	67.1 %	39.8%				Sixth Grade		
		Students with Disabilities	14%	*				58.0%		
		Students without Disabilities	70.6 %	*	*			100.0%		
		English Learners	57.7 %	35.7%				Seventh Grade	48.0%	
		Non-English Learners	63.5 %	40%	*			39.0%		
Homeless Students	*	*				Eighth Grade				
Students in Foster Care						83.0%				
						89.0%				

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						

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				Benchmark Assessments % Proficiency Science Fifth Grade 84.0% Eighth Grade 92.0%	Proficiency rates are significantly higher in both fifth and eighth grade on our benchmark assessments as compared to the NJSLA.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	19%	10%			
		White	18%	4%			
		Hispanic	20%	0%			
		Black or African	8%				
		Asian, Native		30%			
		American Indian or	*	*			
		Two or More Races					
		Female	21%	0%			
		Male	16%	17%			
		Economical ly	17%	8%			
		Non-Economical	23%	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	21%				
		English Learners	*				
		Non-English	19%				
		Homeless Students	*	*			
		Students in Foster Care	*	*			
		Military-Connected	*				
		Migrant Students	*	*			

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	N/A	N/A
		Schoolwide	62%	45%		
		White	62%	45%		
		Hispanic	53.5%	47%		
		Black or African American	65%	37%		
		Asian, Native Hawaiian, or Pacific	77%	62%		
		American Indian or Alaska Native	*	*		
		Two or More Races	*	*		
		Female	68%	43%		
		Male	56%	47.5%		
		Economically Disadvantaged	62%	45%		
		Non-Economically Disadvantaged				
		Students with Disabilities	45.5%	40%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	81.5%	47%		
		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. *Identify patterns by subgroup *Identify patterns by grade	ELA					Cycle 1 - grades 4 and 8 (ELA) and grades 7 and 8 (math) Cycle 2 - grade K (ELA) and grade 7 (math) Cycle 3 - grades K, 1, 3, 5 (ELA) and grades K, 3, 4, 7 (math) Remote learning posed a significant challenge for participation rates on benchmark assessments. Students may have been absent repeatedly or refused to participate. Teachers provided multiple opportunities for make-ups.	Remote learning posed a significant challenge for participation rates on benchmark assessments. Students may have been absent repeatedly or refused to participate. Teachers provided multiple opportunities for make-ups. Cycle 1, for the early grades, yielded higher participation rates due to parental enthusiasm and support, which diminished over time.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	93%	85%	85%		
		1	100%	100%	91%	91%		
		2	100%	100%	100%	100%		
		3	98%	100%	91%	96%		
		4	92%	96%	99%	89%		
		5	96%	98%	94%	95%		
		6	96%	100%	100%	100%		
		7	95%	96%	100%	100%		
		8	91%	100%	100%	74%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	96%	94%	94%		
		1	100%	100%	96%	96%		
		2	100%	100%	100%	100%		
		3	99%	100%	81%	96%		
		4	100%	99%	92%	100%		
		5	95%	98%	98%	98%		
		6	99%	100%	100%	100%		
		7	89%	94%	83%	67%		
		8	88%	100%	100%	97%		
		9	100%	100%	0%	100%		

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	YTD % Passing K 89% 1 56% 2 55% 3 74% 4 44% 5 79% 6 58% 7 41% 8 77%	Students in subgroups ELLs and Special Needs had lower proficiency rates, however participation rates were not correlated. Chronically absent students had lower participation and proficiency rates.
		K	91%	91%	85%	85%		
		1	54%	56%	59%	59%		
		2	56%	46%	62%	62%		
		3	74%	69%	79%	84%		
		4	52%	28%	52%	70%		
		5	75%	65%	96%	97%		
		6	54%	61%	58%	60%		
		7	40%	36%	48%	49%		
		8	68%	81%	83%	84%		
		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	YTD % Passing K 87% 1 55% 2 41% 3 78% 4 71% 5 70% 6 87% 7 48% 8 57%	Students in subgroups ELLs and Special Needs had lower proficiency rates, however participation rates were not correlated. Chronically absent students had lower participation and proficiency rates.
		K	83%	84%	94%	94%		
		1	52%	54%	58%	58%		
		2	42%	42%	38%	38%		
		3	72%	89%	74%	76%		
		4	72%	66%	74%	77%		
		5	73%	65%	71%	74%		
		6	100%	61%	100%	100%		
		7	62%	44%	39%	91%		
		8	25%	57%	89%	90%		
		9	100%	100%	0%	100%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%	N/A	N/A

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	743	YTD 740 Average Enrollment by Grade K - 80 1 - 75 2 - 65 3 - 60 4 - 75 5 - 55 6 - 75 7 - 80 8 - 85 Average Enrollment by Subgroup ELLs - 16 Special Needs - 110	Enrollment has remained steady between 730-750. Enrollment by grade varies between 60 and 85.
		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	97.25%	ELLs 99.56% Students with Special Needs 77%	There are no significant patterns by grade/teacher. Interventions include proactively addressing attendance with families when the school year begins. Disseminating literature and including the policy in Back to School presentations. Families are contacted when students are absent two days without notification. They receive an attendance letter every fourth day absent. The attendance department makes house visits when necessary. Incentives and recognition are offered for strong attendance.
		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)*	<p>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</p> <p>*Identify patterns by grade *Identify patterns by teacher *Identify interventions</p>	Overall YTD Chronic Absenteeism	7.96%	<p>Overall 7% ELLs 0% Special Needs 13.64%</p> <p>K 10.87 1 26.09 2 8.70 3 8.70 4 10.87 5 6.52 6 8.70 7 8.70 8 8.70</p>	<p>There are no significant patterns by grade/teacher; however the % in grade 1 is significantly higher than other grade levels. Of the overall 7% of chronically absent students, 26% of those are identified as students with special needs.</p> <p>Interventions include proactively addressing attendance with families when the school year begins. Disseminating literature and including the policy in Back to School presentations. Families are contacted when students are absent two days without notification. They receive an attendance letter every fourth day absent. The attendance department makes house visits when necessary. Incentives and recognition are offered for strong attendance.</p>
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	97.72%	N/A	There are no significant patterns by grade. One teacher who is considered chronically absent has a medical condition.

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%	N/A	N/A
		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 *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		N/A	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? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate	N/A	N/A
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
Students in Foster Care						

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.			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
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	3	6 students enrolled in Algebra I 100% received a C or better	N/A
		% 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 *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson		This was our first experience evaluating teacher performance based on portfolios of practice. At times it seemed unclear whether it was the quality of the actual teaching or quality of the portfolio that was being measured. An evaluation rubric recap revealed that the element receiving the most Highly Effective ratings was 3c: Engaging Students in Learning/Activities and Assignments. The element receiving the fewest Highly Effective ratings was 3e: Demonstrating Flexibility and Responsiveness/Persistence. Professional development needs for teachers include: Savvas myView and myPerspectives,
		Observation Waiver?	Yes		
		# Teachers to Evaluate	74		
		# Non-tenure teachers (years 1 & 2)	16		
		# Non-tenure teachers (years 3 & 4)	6		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	214		
		# Completed	214		
		# Highly Effective	49		
		# Effective	163		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		Second Step Curriculum and integrating G&T instruction. Additionally, based on the rubric recap, some PD regarding demonstrating persistence in the classroom could be beneficial.
		# Partially Effective	2		
		# Ineffective	0		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent/Family Engagement	Language spoken at home; Access to and understanding of technology		Students whose families have limited English and/or limited technology proficiency tend to struggle more, particularly during remote learning.
Professional Capacity	Remote learning was a new challenge for teachers.		With training and experience, teachers gained strength and confidence with regard to remote instruction.

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	Diagnostics and remediation will be a strong area of focus.
	2	A	4-Sustaining	
	3	A	4-Sustaining	
	4	A	3-Developing	
	5	A	3-Developing	
Assessment	1	A	4-Sustaining	Growth monitoring will be an area of focus.
	2	A	3-Developing	
	3	A	3-Developing	
Professional Learning Community (PLC)	1	A	4-Sustaining	PLCs will spend time analyzing data and focusing on student achievement and differentiated instruction.
	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	3-Developing	The school has a physical environment that is conducive to learning. Student work is displayed and there is an inviting feeling when parents and community members enter. School plans have been developed in collaboration with local police and clearly communicated to all staff. These plans are reviewed regularly and adjusted based on drill outcomes or other data. Parents and community members are aware that the school has plans and that they are consistently revised and updated to ensure the protection of all students. The local police have a positive relationship with students and staff and they participate in school community activities.	SEL will be an area of focus, as our new curriculum rolls out.
	2	A	2-Emerging		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	Research-based evaluation instruments are utilized.	Feedback and recommendations will directly relate to our areas of focus mentioned above.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	In the 20-21 school year, 50% of students in grades K-2 were reading on or above grade level.	Remote learning hindered the ability to deliver the explicit phonics and differentiated reading instruction necessary to develop and strengthen the skills needed to read on or above grade level. With students home, many did not have access to appropriate books and other reading materials. Without individualized in-person reading assessment data, identifying and addressing specific reading deficiencies was difficult.	Students in grades K-2	1	Daily Foundations phonics instruction
				2	Differentiated guided reading instruction
				3	Administration of the DRA three times during the school year
Effective Instruction	IXL mathematics data indicates that in the 20-21 school year, 38% of students in grades 3-8 have achieved an on or above grade level proficiency status.	Weak fact fluency and reading skills make it difficult for students to successfully work through complex multi-step word problems. Remote instruction exacerbated this problem, as overall participation in IXL and support programs such as ARMS and extra help sessions was low, and many students struggled with virtual learning. Assessing fact fluency was challenging due to student calculator use.	Students in grades 3-8	1	Use of manipulatives/pictures when applicable to support conceptual understanding and the transition from concrete to abstract
				2	Differentiated small group instruction
				3	Utilize IXL for diagnostics and prescribed concept/skill practice



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	SEL is helpful to both children and adults, increasing self-awareness, academic achievement and positive behaviors both in and out of the classroom. Research suggests that students who participate in SEL programs see an increase in their overall grades and attendance. Teachers and parents have reported student struggles with their emotions and socialization during the 20-21 school year.	The pandemic has certainly contributed to stress and anxiety for many families. Isolation, health concerns, traumatic loss (in a variety of forms) and adjusting to remote learning are factors that have likely led to social and emotional struggles for our students.	Students in grades K-8	1	Identify SEL teacher leaders
				2	Create a schedule to allow SEL lead teachers to effectively support their colleagues in the implementation of the Second Step program
				3	Provide common planning/reflection time for teachers to collaborate and support program implementation
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

By June 2022 at least 60% of students in grades K-2 will be reading on or above grade level.

Priority Performance In the 20-21 school year, 50% of students in grades K-2 were reading on or above grade level.

Strategy 1: Daily Foundations phonics instruction

Strategy 2: Differentiated guided reading instruction

Strategy 3: Administration of the DRA three times during the school year

Target Population: Students in grades K-2

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Administer DRA 1; Use DRA data in conjunction with other measures to obtain a baseline to create flexible leveled reading groups; 52% of students will be reading on or above grade level	DRA score reports; Multiple measures and initial tiers (indicated in SGOs)
Feb 15	Administer DRA 2; 54% of students will be reading on or above grade level	DRA score reports; Adjusted group lists if necessary
Apr 15	Administer DRA 3; 56% of students will be reading on or above grade level	DRA score reports; Adjusted group lists if necessary
Jul 1	By June 2022 at least 60% of students in grades K-2 will be reading on or above grade level.	Data collected from DRA reports

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Administer the DRA to all students in grades K-2 in the fall, winter and spring; Cross reference data with i-Ready and RAZ Kids for accuracy	9/8/21	6/17/22	
1	1	Continue to implement all components of the Foundations program as outlined by the pacing guides for each grade level	9/8/21	6/17/22	
1	2	Use multiple measures and baseline assessment data to create flexible leveled reading groups; Reassess and adjust groups as needed	9/8/21	6/17/22	

< SMART Goal 1 - Budget Items: NO DATA >

SMART Goal 2

By June 2022, at least 50% of students in grades 3-8 will achieve an on or above grade level proficiency status based on IXL diagnostics.

Priority Performance IXL mathematics data indicates that in the 20-21 school year, 38% of students in grades 3-8 have achieved an on or above grade level proficiency status.

Strategy 1: Use of manipulatives/pictures when applicable to support conceptual understanding and the transition from concrete to abstract

Strategy 2: Differentiated small group instruction

Strategy 3: Utilize IXL for diagnostics and prescribed concept/skill practice

Target Population: Students in grades 3-8

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Administer IXL diagnostic 1; Use IXL data in conjunction with other measures to obtain a baseline and create flexible differentiated math groups	IXL score reports; Multiple measures and initial tiers (indicated in SGOs)
Feb 15	Administer IXL diagnostic 2; Adjust groups if needed; Meet the recommended IXL goal of 30 questions answered per week; At least 40% of students will be performing on or above grade level	IXL score reports; Adjusted group lists if necessary
Apr 15	Administer IXL diagnostic 3; Adjust groups if needed; Meet the recommended IXL goal of 60 questions answered per week; At least 45% of students will be performing on or above grade level	IXL score reports; Adjusted group lists if necessary
Jul 1	By June 2022, at least 50% of students in grades 3-8 will achieve an on or above grade level proficiency status based on IXL diagnostics.	Results of final IXL diagnostic which will provide most current proficiency status

< SMART Goal 2 - Action Steps: NO DATA >

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

By June 2022, all teachers of grades K-8 will have completed all the required instructional components of the Second Step SEL program.

Priority Performance SEL is helpful to both children and adults, increasing self-awareness, academic achievement and positive behaviors both in and out of the classroom. Research suggests that students who participate in SEL programs see an increase in their overall grades and attendance. Teachers and parents have reported student struggles with their emotions and socialization during the 20-21 school year.

Strategy 1: Identify SEL teacher leaders

Strategy 2: Create a schedule to allow SEL lead teachers to effectively support their colleagues in the implementation of the Second Step program

Strategy 3: Provide common planning/reflection time for teachers to collaborate and support program implementation

Target Population: Students in grades K-8

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Instruction will be aligned with the program pacing guide; Monthly themes 1 and 2 will be complete	Lesson Plans; Observations; Teacher feedback
Feb 15	Instruction will be aligned with the program pacing guide; Monthly themes 3 and 4 will be complete	Lesson Plans; Observations; Teacher feedback
Apr 15	Instruction will be aligned with the program pacing guide; Monthly themes 5 and 6 will be complete	Lesson Plans; Observations; Teacher feedback
Jul 1	By June 2022, all teachers of grades K-8 will have completed all the required instructional components of the Second Step SEL program.	Lesson Plans; Observations; Teacher feedback; PLC Summary Forms

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Hold staff orientation meeting 1	9/7/21	9/30/21	
1	3	Create master schedule that includes common preps and a designated block of time for weekly SEL program implementation	7/1/21	9/10/21	
1	1	Identify and train SEL teacher leaders	7/1/21	8/31/21	
2	2	Collect schedules from SEL teacher leaders, documenting their support to colleagues	9/7/21	4/29/22	
3	2	Hold Kick-Off Staff Meeting: "Friendship Skills Every Day" and Assembly: "Friendship Skills"	3/1/22	3/31/22	

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SEL SALARIES	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,000	ESSER/ESSER II/ARP
1	SEL CURRICULUM	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$8,000	ESSER/ESSER II/ARP

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15		
Jul 1		

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
TITLE 1 INSTRUCTIONAL SALARIES	9/1/21	6/30/22	BUILDING	INSTRUCTION - Personnel Services - Salaries / 100-100	\$230,242.00	Federal Title I (School
TITLE 1 INSTRUCTIONAL SUPPLIES	9/1/21	6/30/22	BUILDING	INSTRUCTION - Supplies & Materials / 100-600	\$18,115.00	Federal Title I (School
TITLE I NON INSTRUCTIONAL SPLS	9/1/21	6/30/22	BUILDING	SUPPORT SERVICES - Supplies & Materials / 200-600	\$8,320.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$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	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$1,000	\$0	\$0	\$0	\$1,000
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$8,000	\$0	\$0	\$0	\$8,000
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus 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	\$8,000	\$0	\$0	\$0	\$8,000
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	\$9,000	\$0	\$0	\$0	\$9,000

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$0	\$0	\$0
Other Title 1 Expenditures	\$0	\$256,677	\$0	\$256,677
Total	\$0	\$256,677	\$0	\$256,677

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.	
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.	
x		Effective Instruction
x		Effective Instruction
x		Climate and Culture, including Social and Emotional Learning
		No option for the fourth SMART Goal was selected on the Root Cause page.
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: Maureen Brown

Title: Principal

Date: 07/19/2021

District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

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

ASP District CSA Certification and Approval Page

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

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