

PENNSYLVANIA AVE SCHOOL

District: ATLANTIC CITY

County: ATLANTIC

Team: South

School Identification: Comprehensive Support

Targeted Subgroup

CDS: 010110100

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
Teacher	Daniel Keck	Yes	Yes	Yes		
Teacher	William Richardson	Yes	Yes	Yes		
Teacher	William Heckman	Yes	Yes	Yes		
Principal	Lina Gil	Yes	Yes	Yes		
Assistant Principal	Erica Woody	Yes	Yes	Yes		
Teacher	Kimberly Little	Yes	Yes	Yes		
Teacher	Bonnie Lynch	Yes	Yes	Yes		
Math Coach	Joseph Costello	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Literacy Coach	Keenan Wright	Yes	Yes	Yes		
Parent	Jason Lantz	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/20/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
02/26/2021	Comprehensive Data Analysis and Needs Assessment, Smart Goal Development	Yes	Yes
01/26/2021	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Smart Goal Development	Yes	Yes
09/30/2021	Smart Goal Development	Yes	No
10/26/2021	Smart Goal Development	Yes	No
04/13/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/03/2021	Smart Goal Development	Yes	Yes
11/09/2021	Smart Goal Development	Yes	No
12/07/2021	Smart Goal Development	Yes	Yes
05/25/2021	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)
Attendance Matters	Culture and Climate	Schoolwide/ Chronically Absent Students	Yes	No	No	Due to COVID, the school year was remote for a majority of time and then moved to hybrid for some time, back to full remote, then hybrid instruction from March of 2021. According to our data for the 19-20 school year which was halted in February, the chronic absenteeism rate was 13.86%. In September of 2020, the chronic absenteeism rate was 28.96% and decreased to 18.11% in the March of 2021. The goal to decrease the rate was not met due to COVID-19 and the circumstances surrounding the pandemic.

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)
READ 180	ELA	Grades 6, 7, and 8- Target Population- students meeting	Yes	No	Yes	READ 180 was not fully implemented until later in the year. Many aspects of the program were presented at various times which did not provide fidelity for the program. Due to current circumstances, the data does not show as much growth as in previous years. Reading Inventory scores were inconsistent and due to the nature of students testing virtually, many of the results are in question and should not be seen as valid and reliable. However, many students did make gains in their lexile as evidenced in their Reading Inventories.
Reading Recovery- Mrs Muskett	ELA	Grade 1- Target population	Yes	No	No	Reading Recovery was interrupted in 2020-2021 after changes in rosters/teacher assignments due to Covid/Remote Instruction.
Leveled Literacy Intervention (LLI) Mrs. Muskett	ELA	Primary Levels	Yes	No	No	Leveled Literacy Intervention was interrupted in 2020-2021 after changes in rosters/teacher assignments due to Covid/Remote Instruction. The 2019-2020 data supports the implementation of this intervention for the 2021-22 SY.

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)
Targeted Afterschool Programs	ELA & MATH	Targeted students in grades 3-8	Yes	No	No	Target tutoring was not offered in 2020-2021 due to Covid/Remote Instruction.

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)
Reading Recovery-Taylor	ELA	Grade 1-Target Population	Yes	No	No	<p>Reading Recovery was interrupted in 2020-2021 after changes in rosters/teacher assignments due to Covid/Remote Instruction. The Reading Recovery data will only include the first-round students, as we were unable to service any students during the second round. Both reading specialist in the building were pulled to teach an in-person class in Kindergarten and First grade. During the first round, only four students were serviced for Reading Recovery due to one of the reading specialists being out on maternity leave.</p> <p>In September, sixteen children were tested for selection into the Reading Recovery Program, representing twenty-nine percent of the population. Two students were monitored as <i>Tested not instructed</i> for the 2020-2021 school year. Seven percent of the first-grade population was served during the first round of Reading Recovery. Of the four students, one student successfully discontinued. There was one other student who did not discontinue but was one level from doing so. The other two students who did not successfully discontinue would have been put into LLI</p>

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)
						<p>(small group) for the rest of the school year. According to the criteria established by Fountas and Pinnell Instructional Level Expectation for Reading (2012), students who enter first grade below a level C need intensive instruction. Sixteen students, twenty-nine percent, entered first grade in need of intensive instruction. The standard for first grade students in February is a level H. Students below level G are designated in need of intensive instruction midyear. Nineteen students, thirty-four percent of the population were identified as in need of intensive instruction in February. No students were serviced during second round due to the reading specialist being pulled to teach in-person classes.</p>

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)
Leveled Literacy Instruction (LLI) Taylor	ELA	Primary Levels	Yes	No	No	Leveled Literacy Instruction was interrupted in 2020-2021 after changes in rosters/teacher assignments due to Covid/Remote Instruction. In September, there were 3 students that were serviced for LLI, representing .05% of the population. There was a total of 8 students who needed LLI services. The additional students that needed to be serviced were not due to the other reading specialist being on maternity leave. There were no students who discontinued. However, they did make adequate progress. The three students that did not successfully discontinue would have been placed in a LLI group for the second round. However, both reading specialist were pulled to teach in person classes.

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends		
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a <="" _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <th data-bbox="775 368 994 432">Student Group</th> <th data-bbox="1001 368 1075 432">ELA</th> <th data-bbox="1081 368 1155 432">Math</th> <th data-bbox="1162 368 1236 432">Alg1</th> <th data-bbox="1243 368 1317 432">Alg2</th> <th data-bbox="1323 368 1397 432">Geo</th> <td data-bbox="1413 368 1805 1417" rowspan="15"> School wide ELA : 26.6% met expectations in 2018-2019 21.4% met expectations in 2017-2018 Grade 3 ELA : 24% met expectations in 2018-2019 20% met expectations in 2017-2018 Grade 4 ELA: 35% met expectations in 2018-2019 34% met expectations in 2017-2018 Grade 5 ELA: 16% met expectations in 2018-2019 17% met expectations in 2017-2018 Grade 6 ELA: 28% met expectations in 2018-2019 18% met expectations in 2017-2018 Grade 7 ELA: 26% met expectations in 2018-2019 </td> <td data-bbox="1812 368 2179 1417" rowspan="15"> Grade 3 ELA results showed an increase. Grade 4 ELA results reveal a 1% point increase: With a major focus on Informational Text. Grade 5 ELA results reveal a 1% point decrease: With a major focus on Informational Text. Grade 6 ELA results reveal a 10% point increase With a major focus on Informational Text. Grade 7 ELA results reveal a 10 % point increase With a major focus on Informational Text. Grade 8 ELA results reveal a 1% point decrease With a major </td> 	Student Group	ELA	Math	Alg1	Alg2	Geo	School wide ELA : 26.6% met expectations in 2018-2019 21.4% met expectations in 2017-2018 Grade 3 ELA : 24% met expectations in 2018-2019 20% met expectations in 2017-2018 Grade 4 ELA: 35% met expectations in 2018-2019 34% met expectations in 2017-2018 Grade 5 ELA: 16% met expectations in 2018-2019 17% met expectations in 2017-2018 Grade 6 ELA: 28% met expectations in 2018-2019 18% met expectations in 2017-2018 Grade 7 ELA: 26% met expectations in 2018-2019	Grade 3 ELA results showed an increase. Grade 4 ELA results reveal a 1% point increase: With a major focus on Informational Text. Grade 5 ELA results reveal a 1% point decrease: With a major focus on Informational Text. Grade 6 ELA results reveal a 10% point increase With a major focus on Informational Text. Grade 7 ELA results reveal a 10 % point increase With a major focus on Informational Text. Grade 8 ELA results reveal a 1% point decrease With a major		
		Schoolwide	26.6 %	11.1%	*						
		White	*	*							
		Hispanic	25.3 %	*	*						
		Black or African American	22.6 %	*	*						
		Asian, Native Hawaiian, or Pacific Islander	76%	49.7%	*						
		American Indian or Alaska Native									
		Two or More Races	*	*							
		Female	30.1 %	10.4%	*						
		Male	23.1 %	11.8%	*						
		Economically Disadvantaged Students	26.1 %	10.9%	*						
		Non-Economically Disadvantaged Students	33.3 %	13.6%	*						
		Students with Disabilities	*	*							
		Students without Disabilities	*	*	*						
		English Learners	22%	*							
Non-English Learners	27.4 %	*	*								
Homeless Students	27.3 %	*									
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	16% met expectations in 2017-2018	focus on Informational Text.
		Military-Connected Students						Grade 8 ELA: 27% met expectations in 2018-2019	
		Migrant Students						28% met expectations in 2017-2018	
							<p>Schoolwide MATH- 11.1% met expectations in 2018-2019 15.9% in met expectations 2017-2018</p> <p>Grade 3 Math: 21% met expectations in 2018-2019 26% met expectations in 2017-2018</p> <p>Grade 4: 14% met expectations in 2018-2019 14% met expectations in 2017-2018</p> <p>Grade 5- 0% met expectations in 2018-2019 5% met expectations 2017-2018</p> <p>Grade 6: 0% met expectations in 2018-2019</p>	<p>Math: Major Content for grades 3-8. Grade 3 Math results reveal a 5 % point decrease with a focus on major content.</p> <p>Grade 4 Math results reveal the same results as previous year with a focus on major content, however still below the target of 23.5. Student to teacher ratio was decreased in 2017-2018.</p> <p>Grade 5 Math results reveal a 5% point decrease with a focus on major content.</p> <p>Grade 6 Math results reveal 0% kids passing with a focus on major content.</p> <p>Grade 7 Math results reveal a 0% kids</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>11% met expectations in 2017-2018</p> <p>Grade 7 0% met expectations in 2018-2019 13% met expectations in 2017-2018</p> <p>Grade 8- 0% met expectations in 2018-2019 0% in 2017-2018</p> <p>Math Grade 3 - Pennsylvania Avenue Mean Scale Score 725, District Mean Scale Score 732, State Mean Scale Score 752</p> <p>Math Grade 4 - Pennsylvania Avenue Mean Scale Score 719, District Mean Scale Score 727, State Mean Scale Score 749</p> <p>Math Grade 5 - Pennsylvania Avenue Mean Scale Score 712, District Mean Scale Score 722, State Mean Scale Score 747</p> <p>Math Grade 6 - Pennsylvania Avenue Mean Scale Score 711, District Mean Scale Score 725, State Mean Scale</p>	<p>passing with a focus on major content.</p> <p>Grade 8 Math results reveal a 0% kids passing with a focus on major content.</p> <p>**Major intervention needed in 6th, 7th, and 8th grade math. Students are severely below level and there has been a constant decrease in scores in the past couple of years. In 2019-2020 was the first year of Math BSI teacher in the 6th, 7th, and 8th grade as well as the implementation of a math coach.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Score 741</p> <p>Math Grade 7 - Pennsylvania Avenue Mean Scale Score 714, District Mean Scale Score 728, State Mean Scale Score 744</p> <p>Math Grade 8 - Pennsylvania Avenue Mean Scale Score 701, District Mean Scale Score 714, State Mean Scale Score 728</p>	

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				Grade 5: 2018-2019 Level 1: 71% Level 2: 27% Level 3: 2% Level 4: 0% Grade 8: 2018-2019 Level 1: 73% Level 2: 25% Level 3: 2% Level 4: 0%	Only Levels 3 and 4 are considered proficient. Students are lacking content based knowledge. Science period has to be a priority in the younger grades, not just an infusion with ELA.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	2%	2%			
		White	*	*			
		Hispanic		8%			
		Black or African	0%	0%			
		Asian, Native	*				
		American Indian or	*	*			
		Two or More Races					
		Female	0%	0%			
		Male	6%	4%			
		Economical ly					
		Non-Economical					
		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		2%			
		English Learners	*				
		Non-English	2%				
		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	*ELA 2018-2019, 51.5% of growth 2017-2018, 36% of growth 2016-2017, 37.5% of growth 2015-2016, 57% of growth. *Math 2018-2019, 36% of growth 2017-2018, 25% of growth 2016-2017, 33% of growth 2015-2016, 41% of growth	ELA in 2018-2019 we met the annual targeted growth. With the implementation of small group instruction after school programs, PLC work, and interventions we were able to increase our SGP. Math 2018-2019 we did not meet the Math SGP, however we grew by 11% percentage points, due to the implementation of small group instruction after school programs, PLC work, and interventions.
		Schoolwide	51.5%	36%		
		White	*	*		
		Hispanic	54%	41%		
		Black or African American	49%	31.5%		
		Asian, Native Hawaiian, or Pacific	59%	67%		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	53%	41.5%		
		Male	51%	32.5%		
		Economically Disadvantaged	54%	36%		
		Non-Economically Disadvantaged				
		Students with Disabilities	45%	36%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	54.5%	41%		
		Non-English Learners				
		Homeless Students	74%	*		
		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					The participation rates were mostly above 80% for the first two cycles, except for 6th grade ELA and 2nd/3rd/8th grade Math.	There were only 3 administrations scheduled for this school year. We had some difficulty getting students to finish the assessments during remote instruction. Teachers were monitoring data and student screens, encouraging students to finish, but the long assessment was too challenging for some. Teachers had to balance trying to complete the assessment, with remote instruction, and the stress of a pandemic all at once. We encouraged all of our students to finish but had to move on at some point.
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	86%	89%	82%	82%		
		1	92%	83%	87%	87%		
		2	80%	83%	79%	79%		
		3	83%	83%	88%	88%		
		4	98%	91%	90%	90%		
		5	98%	89%	91%	91%		
		6	100%	78%	81%	81%		
		7	86%	80%	83%	83%		
		8	86%	81%	86%	86%		
		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	80%	89%	79%	79%		
		1	92%	84%	81%	81%		
		2	80%	79%	79%	79%		
		3	85%	76%	85%	85%		
		4	98%	96%	90%	90%		
		5	96%	84%	91%	91%		
		6	100%	90%	92%	92%		
		7	84%	82%	85%	85%		
		8	76%	81%	94%	94%		
		9	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	2020-2021 Overall iReady Placement: Tier 1: 16% Tier 2: 45% Tier 3: 39% 2019-2020 Overall iReady Placement: Tier 1: 13% Tier 2: 47% Tier 3: 40% This year we saw an increase (+3%) in students on grade level. Tier 2 went down 2% and Tier 3 went down 1%. On our most recent NJSLA (18-19) we had 26.60% of students proficient. It is unclear if iReady and NJSLA scores will reflect each other since we started to administer iReady during the 19-20 school year. For grades K-2 the proficiency rates started high and dropped during the 2nd cycle. For grades 3-8 we saw improvement. From the 2nd to the 4th cycle grades 4,5,6, and 8 showed improvement.	We saw evidence of inflated scores in September, especially in grades K-2. With remote instruction in the first cycle parent involvement was high and many students received assistance during the initial assessment. These students were identified because this is a major problem in measuring student growth. Teachers addressed this problem in the second cycle with the use of scenes on GoGuardian and student/parent conferences. Students with inflated scores will use the cycle two data as baseline and expect half of the typical growth by the end of the school year.
		K	52%	33%	22%	22%		
		1	39%	23%	23%	23%		
		2	33%	16%	9%	9%		
		3	12%	15%	13%	13%		
		4	5%	9%	11%	11%		
		5	0%	2%	5%	5%		
		6	10%	12%	14%	14%		
		7	13%	17%	17%	17%		
		8	11%	12%	24%	24%		
		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
			<p>Proficiency by Domain: Phonological Awareness: 79% Phonics: 52% High-Frequency Words: 76% Vocabulary: 21% Comprehension Literature: 18% Comprehension Informational Text: 16%</p> <p>As a school, we scored highest in the phonological awareness and high-frequency domains and we scored lowest in the comprehension literature and comprehension informational text domains.</p>	

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	2020-2021 Overall iReady Placement: Tier 1: 11% Tier 2: 45% Tier 3: 43% 2019-2020 Overall iReady Placement: Tier 1: 9% Tier 2: 53% Tier 3: 38% This year we saw an increase (+2%) in students on grade level. Unfortunately, we also saw an increase (+5%) in students that were 2 or more grade levels behind. On our most recent NJSLA (18-19) we had 11.10% of students proficient. It is unclear if iReady and NJSLA scores will reflect each other since we started to administer iReady during the 19-20 school year. The proficiency rates started high and dropped during the 2nd cycle for all grades except 6th and 8th. Grades 2,4,5,6,7, and 8 saw improvement from the 2nd to 4th cycle.	We saw evidence of inflated scores in September. With remote instruction in the first cycle parent involvement was high and many students received assistance during the initial assessment. We suspect that some older students used the internet to get answers. These students were identified because this is a major problem in measuring student growth. Teachers addressed this problem in the second cycle with the use of scenes on GoGuardian and student/parent conferences. Students with inflated scores will use the cycle two data as baseline and expect half of the typical growth by the end of the school year.
		K	59%	35%	26%	26%		
		1	43%	22%	10%	10%		
		2	25%	11%	13%	13%		
		3	8%	4%	2%	2%		
		4	5%	4%	6%	6%		
		5	2%	0%	5%	5%		
		6	6%	8%	12%	12%		
		7	4%	2%	6%	6%		
		8	10%	11%	18%	18%		
		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
				<p>Proficiency by Domain: Numbers and Operations: 16% Algebra and Algebraic Thinking: 15% Measurement and Data: 17% Geometry: 11%</p> <p>As a school, we scored highest in the measurement and data domain and we scored lowest in the geometry domain.</p> <p>Our ten 8th-grade algebra students scored much higher (80%) than the overall 8th-grade score on iReady (18%). There were no district benchmarks this year to assess how they did on our EdConnect algebra assessment.</p>	
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	52.3%	The 2018-2019 target was 40.9% our students were at a 52.3% proficient on WIDA. 2020-2021 Scores unavailable until September. 26% of ELL students met typical growth in ELA 29% of ELL students met typical growth in MATH	The focus is working with students in Kindergarten, 1st, and 2nd grade to give them the background knowledge they need to be proficient when entering testing grades.

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	507	2020-2021 info: YTD 544 students with Pre-K included YTD 500 students without Pre-K LEP Enrolled 58 LEP K= 8/ out of 60 LEP 1st= 6/out of 65 LEP 2nd= 14/ out of 53 LEP 3rd= 12/ out of 60 LEP 4th= 6/ out of 48 LEP 5th= 0/ out of 45 LEP 6th= 4/ out of 53 LEP 7th= 3/ out of 54 LEP 8th= 5/out of 62	2020-2021 LEP appears to be same in upper grades. LEP in Middle school grades increased due to student population. LEP's met the target data for ELA, however did not met for Math. 2020-2021 State testing was cancelled due to school closure because of COVID 19.
		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	90.65%	2020-2021 info: **YTD Average Daily Attendance= 90.99% with Pre-K% YTD Average Daily Attendance= 91.40% without Pre-K%	The Chronic Absenteeism numbers are based on numbers up to April 2021. Due to COVID 19 and remote learning, our numbers have increased from the previous year. At the end of April in 2020-2021 we had 9 students on the hot list, and 102 students who were considered chronically absent (already over the 10% of days). In March 2021, we had 15 students on the hot list, and 96 students who were considered chronically absent. In the beginning of 2020-2021 (Sept-Dec) our chronic absenteeism rate increased to 30% (from 12.9% the year before), However, in the second half of the year, the numbers dropped to 19%. The most concerning group for this year will be the primary grades. They
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%	LEP Average Daily Attendance =92.98% K= 88.80% 1st= 82.49% 2nd= 98.04% 3rd= 92.98% 4th= 92.81% 5th= N/A% 6th= 95.78% 7th= 96.55% 8th=96.10%	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				have the lowest attendance rates, and will be a focus in 2021-2022.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	18.11%	Schoolwide 24.11%	<p>Pennsylvania Ave school was able to implement "Attendance Matters Initiatives" throughout the pandemic by adjusting the methods previously used to address the factors that lead to chronic absenteeism. The percentages have fluctuated throughout the 2020-2021 school year due to constant changes in the hybrid and remote learning models.</p> <p>The numbers have increased since the previous year (2019-2020), we need to focus on primary grades and parental involvement.</p> <p>We also need to change attendance documents to be provided in Spanish as well. A large number of our chronically absent students are the LEP student population in the primary grades such as Kindergarten and Second grade.</p>
		Subgroup 1 YTD Chronic	0.00%	YTD Overall student Chronic Absenteeism with Pre-K is 25.74%	
		Subgroup 2 YTD Chronic Absenteeism	0.00%	Kindergarten is 41.67% 1st Grade is 33.85% 2nd Grade is 11.32% 3rd Grade is 30% 4th Grade is 27.08% 5th Grade is 6.67% 6th Grade is 16.98% 7th Grade is 16.67% 8th Grade is 8.06%	
				LEP Data LEP Chronic Absenteeism overall= 18.97% K= 37.50% 1st= 33.33% 2nd= 0.00% 3rd= 25.00% 4th= 33.33% 5th= 0% 6th=25.00% 7th & 8th= 0%	

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	96.47%	2020-2021 YTD- Staff 96.20% Chronic Absenteeism: There are 0 certified staff members that are chronically absent in the 2020-2021 school year.	Staff attendance is consistent overall.

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%	Data: In-School: Sept- 0 Oct- 0 Nov- 0 Dec- 0 Jan- 0 Feb- 0 Mar-0 Apr-2 May-3 Out-School: Sept- 0 Oct- 0 Nov- 0 Dec- 0 Jan- 0 Feb- 0 Mar-0 Apr-0 May-0	The lack of out of school suspensions are due to low in person student population. In-school suspensions have increased similar to historical behavior issues as the school year comes to an end.
		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		The number of completed surveys is significantly lower, due to Covid, we did not have an in person parents center. Some families did not have internet, some families couldn't find the translated version, and some students won't participate when teachers aren't present. In total, there were 113 student, 22 parent, 61 staff responses for the satisfaction survey administered Spring 2021.	There were no surveys given by the state. In 2021, there was a slight increase in student participation due to hybrid/ In person learning model (22%) however a significant decrease in Parental completion of the survey. By addressing the social and emotional needs, our participation/ attendance rates will increase in the upcoming year.

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		
		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	17	Our ten 8th-grade algebra students scored much higher (80%) than the overall 8th-grade score on iReady (18%). There were no district benchmarks this year to assess how they did on our EdConnect algebra assessment.	
		% 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	Loti	Observations were conducted via portfolio observations and in person during the 2020-2021 school year.	Some instructional trends observed were the limited use of differentiated instruction methods, use of manipulatives, collaborative learning groups and centers due to remote learning. Some areas for continued professional development included the short term cycle process, PLC process, priority standards and formative assessments. PD is also needed in interventions to address the learning gaps and social and the emotional needs of our students
		Observation Waiver?	No		
		# Teachers to Evaluate	58		
		# Non-tenure teachers (years 1 & 2)	4		
		# Non-tenure teachers (years 3 & 4)	11		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	132		
		# Completed	132		
		# Highly Effective	5		
		# Effective	53		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		
		# Partially Effective	0		
		# Ineffective	0		

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	We are have built essential standards and units of study but have not fully developed common formative assessments and instructional strategies. We continue to collaboratively discuss student data and instructional strategies/models/activities/resources are successful. This year we introduced Essential Standards as the main focus of the short-term cycle. An increased focus on these essential standards may help teachers start and finish the cycle with an appropriate response to data.
	2	A	3-Developing	
	3	A	2-Emerging	
	4	A	2-Emerging	
	5	A	1-Not Addressed	
Assessment	1	A	2-Emerging	The teachers are generating their own assessments, but often lack time to create one for every learning target. We often plan to collaboratively analyze student preassessment and summative data to determine student progress in mastering the SLOs for those units, but teachers usually feel the need to move on to the next unit instead of using the data to inform instruction. This year we introduced Essential Standards as the main focus of the short-term cycle. An increased focus on these essential standards may help teachers start and finish the cycle with an appropriate response to data.
	2	A	2-Emerging	
	3	A	2-Emerging	

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A 3-Developing	We are organized into collaborative teams that work interdependently on goals directed related to student learning and/or the development of a climate and culture conducive to learning. We are provided at least one period a week of common planning times to focus on collaborative job-embedded professional learning.	We have developed team norms but they are not revised or adjusted on a regular basis. We have discussed how we will resolve conflicts in our team, but do not have an agreed upon method of resolving team conflicts, and we do not consistently confront conflict and apply that method.
	2	A 3-Developing		
	3	A 2-Emerging		
	4	A 2-Emerging		
Culture	1	A 3-Developing	School leaders know and comply with, and help the community understand local, state and federal laws, rights, policies and regulations so as to promote student success. Fresh data drives decisions regarding needed interventions to assist in the academic progress and attendance of our students. School leaders use data to monitor, evaluate, and improve programs, processes and instructional practices and inform the continuous improvement cycle.	We have identified SLOs for SEL. They are taught by a designated staff member. Some interactions among students and adults are marked by respect. Students sometimes experience teasing, bullying or exclusion. There is some degree of tolerance for diversity and differences. There is some sense of community and belonging. Celebrations are held once or twice a year. Some students are engaged in extra-curricular, service learning or community-related activities.
	2	A 2-Emerging		
	3	A 2-Emerging		
	4	A 3-Developing		
	5	A 2-Emerging		
	6	A 2-Emerging		
	7	A 2-Emerging		
	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		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A	3-Developing	<p>Student growth objectives (SGOs) are developed but are not tightly aligned to unit SLOs. Multiple measures of student growth are utilized in the evaluation process. Meaningful feedback is provided after most formal and informal observations. Professional improvement plans are linked to individual needs identified through the evaluation process.</p>	<p>Develop common language and context for effective teaching and leading. Student growth objectives (SGOs) will provide meaningful data on areas of student growth and drive ongoing revision of instruction and assessment through a standards based learning environment. Units of study provide the context for applying the elements of effective practice. Team collaboration strengthens the professional practice of all members.</p>

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
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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	Based on ELA NJSLA data (2019), current benchmark data, and formative assessments, students school wide struggle in following areas: literary analysis, research simulation, writing, and vocabulary development at the end of last year 38.4% of students met I-ready growth targets for ELA.	A lack of staff for ELA interventions in grades 3-8. Consistency with staff in their respective grade levels. Movement of staff in each grade level band, including primary and intermediate teachers. Limited staff development around literary analysis, research simulation, writing, and vocabulary development.	Schoolwide	1	Teachers will focus on the depth of instruction and not on the pace. Students in grades 3-5 will focus on Word Study and Guided Reading. Students in grades 6-8 will focus focus on Grammar Cycles and Literature Circles. Provide professional development around creating formative assessments that reflect on specific learning targets for each essential standard. Working in collaborative groups will help facilitate improvement in the above listed areas of need.
				2	On-going professional in house training is needed focusing on unpacking essential standards, writing learning targets, creating formative assessments, and using proficiency scales. PD will support teacher use of all district platforms (data access/analysis, creation of student reports, etc.) which will inform instructional decisions.

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?)
				<p>3 Professional Learning Community (PLC) meetings will focus on analyzing teacher generated formative assessments. They will focus on creating intervention groups that may need assistance with Fluency and Essential Standards. They will also focus on providing small group instruction to address the needed interventions.</p>

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	Based on Math NJSLA data (2019), current benchmark data, and formative assessments, students school wide struggle in following areas: Grades K-2: Modeling & Reasoning; Fact Fluency Grades 3-5: Modeling & Reasoning; Fact Fluency; Numbers & Operations; Fractions Grades 6-8: Modeling & Reasoning; Fact Fluency; Geometry at the end of last year 32.43% of students met I-ready growth targets for MATH.	Additional Professional Development is needed to maximize the use of instructional time with more focus on the formative and summative assessment data. Small intervention groups must provide scaffolding of grade level content accompanied by modifications and accommodations. There is a lack of vertical articulation between grade levels which has resulted in inconsistent and varied expectations for our students.	Schoolwide	1	Teachers will focus on the process vs product to address deficiencies. They should utilize district resources which include modeling and reasoning examples as the problem of the day. Provide professional development around creating formative assessments that reflect on specific learning targets for each essential standard.
				2	On-going professional in house training is needed focusing on unpacking essential standards, writing learning targets, creating formative assessments, and using proficiency scales. PD will support teacher use of all district platforms (data access/analysis, creation of student reports, etc.) which will inform instructional decisions.

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?)
				<p>3 Professional Learning Community (PLC) meetings will focus on creating and analyzing teacher generated formative assessments. They will also focus on creating intervention groups that need support or enrichment related to the essential standards.</p>

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?)	
Curriculum and Standards	NJSLA Science data (2019) shows that only 2% of our 5th grade and 8th grade students were proficient. More recent iReady data (2020-2021) shows that only 16% of students are on grade level for Reading and 11% are on grade level for Math. We have many students that are in need of intervention and attendance has also been problematic.	Remote learning and shortened instructional time has led to a decline in hands-on lessons. A focus on applications will help students make connections between our curriculum and the real world. To address learning loss from the pandemic, we will utilize our STEAM Lab and Media Center to provide students with more engaging lessons. These lessons will provide students with a break from their usual classroom routine and make learning fun.	Schoolwide	1	During PLC meetings, teachers will support the work of the short term cycle by unpacking essential standards, writing learning targets, creating engaging lessons with authentic learning experiences, administering formative assessments, and using proficiency scales. PD will support teacher use of all district platforms (data access/analysis, creation of student reports, etc.) which will inform instructional decisions. Teachers will differentiate their instruction, plan their future assessments, and continually track student progress towards the essential standards.

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?)
				<p>2 Lessons in our STEAM Lab and Maker Space aligned to the Priority Standards unpacked in the Short-Term Cycle will teach children more than science and mathematics concepts. The focus on hands-on learning with real-world applications will develop a variety of skill sets, including creativity and 21st-century skills. Teachers should transfer control of the learning process to students and encourage collaboration.</p> <p>3 Other skills we will develop through STEAM activities include problem solving, critical thinking, creativity, curiosity, decision making, leadership, entrepreneurship, acceptance of failure and more. STEAM Lab and Maker Space lessons provide opportunities to take traditional learning and prioritize the hands-on experience and real-world application necessary for developing a critical-thinking, innovative mind.</p>

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	Students need the skills and knowledge that will allow them to communicate effectively, reduce the stigma associated with mental health, interact with peers, resolve conflicts, and manage their emotional responses to stressful situations.	In our current school setting, 96% of our students are economically disadvantaged living in trauma induced situations. The suspension rate was increasing and students expressed concerns on the school survey of not having proper skills to handle peers. Students admitted to calling each other names, feeling depressed about themselves, and having poor self-esteem.	Schoolwide	1	Implementation of effective student-centered discipline utilizing disciplinary strategies that are developmentally appropriate, culturally responsive, trauma responsive, prioritize relationship building, and strive to find motivation within the students.
				2	Provide resources to make the classroom suitable for the social and emotional needs of all students that help provide an engaging learning environment and provide opportunities for students to practice SEL skills.
				3	Provide clear information about social and emotional learning to families through various communication methods in order to inform the community about the correlation between SEL, absenteeism, and student achievement. Intervention period

SMART Goal 1

Using the district ELA assessments, 40% of the students in grades 1-8 will reach typical growth from September 2021 to June, 2022.

Priority Performance Based on ELA NJSLA data (2019), current benchmark data, and formative assessments, students school wide struggle in following areas: literary analysis, research simulation, writing, and vocabulary development at the end of last year 38.4% of students met I-ready growth targets for ELA.

Strategy 1: Teachers will focus on the depth of instruction and not on the pace. Students in grades 3-5 will focus on Word Study and Guided Reading. Students in grades 6-8 will focus focus on Grammar Cycles and Literature Circles. Provide professional development around creating formative assessments that reflect on specific learning targets for each essential standard. Working in collaborative groups will help facilitate improvement in the above listed areas of need.

Strategy 2: On-going professional in house training is needed focusing on unpacking essential standards, writing learning targets, creating formative assessments, and using proficiency scales. PD will support teacher use of all district platforms (data access/analysis, creation of student reports, etc.) which will inform instructional decisions.

Strategy 3: Professional Learning Community (PLC) meetings will focus on analyzing teacher generated formative assessments. They will focus on creating intervention groups that may need assistance with Fluency and Essential Standards. They will also focus on providing small group instruction to address the needed interventions.

Target Population: Schoolwide

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 80% of students at the Pennsylvania Avenue School will take the iReady Reading Diagnostic Assessment.	<p>* iReady Diagnostic Scores * District Modeling and Reasoning Assessment Scores</p> <p>Achievement will be measured using the iReady Scale Score, Placement Tables, and district edConnect ELA (All iReady data reports will be in the end of the year view). Ready Placement Scores</p> <p>Typical growth of students in writing will be attained by achieving an increase of one Proficiency Level (Typical Growth in grades 1-2 is achieved by 0.5 level growth as indicated on the Lucy Calkins Writing Rubrics. (Grades 1-2 information, narrative, and opinion- 2nd grade only; Grade 3-8 will achieve growth as indicated on the District edConnect Assessment Proficiency Levels.</p> <p>Typical Growth in points per Genre- Informational- (Cycles 1 and 3) Narrative- (Cycles 2 and 4) * Level 5- Exceeds Standards -100 * Level 4- 5 points * Level 3- 10 points * Level 2- 15 points * Level 1- 20 points</p> <p>Proficiency Levels for Writing About Reading Reported in edConnect</p> <p>* Level 5- Exceeded Expectations -100 * Level 4- Met Expectations 84 points * Level 3- Approached Expectations points-69</p>

End of Cycle	Interim Goal	Source(s) of Evidence
		<ul style="list-style-type: none"> * Level 2- Partially Met Expectations- points- 49 * Level 1- Did not yet meet expectations points- 24
Feb 15	By February 15, 2022, 40% of students at the Pennsylvania Avenue School will be at or above the 40% progress to annual typical growth mark in reading as measured by the iReady reading diagnostic.	<ul style="list-style-type: none"> * iReady Diagnostic Scores * District Modeling and Reasoning Assessment Scores <p>Achievement will be measured using the iReady Scale Score, Placement Tables, and district edConnect ELA (All iReady data reports will be in the end of the year view). Ready Placement Scores</p> <p>Typical growth of students in writing will be attained by achieving an increase of one Proficiency Level (Typical Growth in grades 1-2 is achieved by 0.5 level growth as indicated on the Lucy Calkins Writing Rubrics. (Grades 1-2 information, narrative, and opinion- 2nd grade only; Grade 3-8 will achieve growth as indicated on the District edConnect Assessment Proficiency Levels.</p> <p>Typical Growth in points per Genre- Informational- (Cycles 1 and 3) Narrative- (Cycles 2 and 4)</p> <ul style="list-style-type: none"> * Level 5- Exceeds Standards -100 * Level 4- 5 points * Level 3- 10 points * Level 2- 15 points * Level 1- 20 points

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By April 15, 2022, students at the Pennsylvania Avenue School will average at least 4 lessons passed per month during February and March.	<p>* iReady Diagnostic Scores * District Modeling and Reasoning Assessment Scores</p> <p>Achievement will be measured using the iReady Scale Score, Placement Tables, and district edConnect ELA (All iReady data reports will be in the end of the year view). Ready Placement Scores</p> <p>Typical growth of students in writing will be attained by achieving an increase of one Proficiency Level (Typical Growth in grades 1-2 is achieved by 0.5 level growth as indicated on the Lucy Calkins Writing Rubrics. (Grades 1-2 information, narrative, and opinion- 2nd grade only; Grade 3-8 will achieve growth as indicated on the District edConnect Assessment Proficiency Levels.</p> <p>Typical Growth in points per Genre- Informational- (Cycles 1 and 3) Narrative- (Cycles 2 and 4) * Level 5- Exceeds Standards -100 * Level 4- 5 points * Level 3- 10 points * Level 2- 15 points * Level 1- 20 points</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Using the district ELA assessments, 40% of the students in grades 1-8 will reach typical growth from September 2021 to June, 2022.	<p>* iReady Diagnostic Scores * District Modeling and Reasoning Assessment Scores</p> <p>Achievement will be measured using the iReady Scale Score, Placement Tables, and district edConnect ELA (All iReady data reports will be in the end of the year view). Ready Placement Scores</p> <p>Typical growth of students in writing will be attained by achieving an increase of one Proficiency Level (Typical Growth in grades 1-2 is achieved by 0.5 level growth as indicated on the Lucy Calkins Writing Rubrics. (Grades 1-2 information, narrative, and opinion- 2nd grade only; Grade 3-8 will achieve growth as indicated on the District edConnect Assessment Proficiency Levels.</p> <p>Typical Growth in points per Genre- Informational- (Cycles 1 and 3) Narrative- (Cycles 2 and 4) * Level 5- Exceeds Standards -100 * Level 4- 5 points * Level 3- 10 points * Level 2- 15 points * Level 1- 20 points</p>

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Use digital instructional tools and provide professional development around both virtual and in person educational platforms.	11/9/21	6/30/22	Teachers & Literacy Coach
2	3	Analyze baseline data to identify non-proficient student and proficient students, and to identify strengths, and trends to inform grade level and department goals.	9/6/21	6/30/22	Teachers & Literacy Coach
3	1	Provide coaching as necessary to teachers, model lessons, and lead discussions focused on citing textual evidence, analyzing key ideas and details, analyzing text structure, and determining the meaning of words and phrases as well as their impact on text.	9/6/21	6/30/22	Teachers & Literacy Coach
4	1	Provide targeted, differentiated literacy instruction to address the individual learning needs of students in the Extended Learning Academy. Use standards- aligned formative assessments to monitor and remediate instruction and development.	9/6/21	6/30/22	Teachers
5	3	Professional Learning Communities (PLCS) will use formative assessment data to plan and deliver standards-aligned instruction, differentiated, and targeted instruction.	9/6/21	6/30/22	Teacher & Literacy Coach
6	1	Conduct focused walkthroughs and or formal observations to determine the effectiveness of reading instruction and to identify teachers in need of targeted professional development and coaching.	9/6/21	6/30/22	Principal, Assistant Principal, Literacy Coach
7	2	Use standard-based formative and summative assessments to monitor and remediate instruction and development	9/6/21	6/30/22	Teachers & Literacy Coach
8	1	Academic Focus- After school program, morning enrichment, summer school, coding camp, and Saturday School	7/5/21	6/30/22	Title 1 & Teachers
9	3	Leadership Team will meet bi-weekly to review Annual School Plan, progress and data.	9/6/21	6/30/22	Leadership Team Members
10	3	Professional Learning Communities (PLCS) will use formative assessments to plan out the school-wide intervention/enrichment period.	9/6/21	6/30/22	Leadership Team Members

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Implement an After School Remediation Program for targeted groups to enhance school climate, culture, and improve Math academic achievement. 4 Teachers @ \$45.87 for 80 hours, two days per week starting February 2022-May 2022	INSTRUCTION - Personnel Services - Salaries / 100-100	\$14,678	SIA Carryover
1	Purchase virtual platforms that support at risk groups with interactive lesson	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$7,425	SIA Carryover
4	Purchase the Solution Tree Mind the Gaps Event Package to support the school with the implementation of remediation programs.	INSTRUCTION - Supplies & Materials / 100-600	\$13,779	Federal Title I (School Allocation)
4	Implement an After School Remediation Program for targeted groups to enhance school climate, culture, and improve ELA academic achievement. One administrator @ \$67.50 for 80 hours, and one nurse @\$45.87 for 80 hours two days per week starting February 2022-May 2022.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$6,627	SIA Carryover
3	Partial Sal/ELA Coach	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$9,567	Federal Title I (School Allocation)
2	Form Leadership Team and meet weekly/bi-weekly/monthly to review ASP progress and data with 9 members x \$45.87 x 25 hours and one administrator at \$67.50 x 25 hours starting in September 2021-June 2022.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$12,009	SIA Carryover
2	FICA/Leadership	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$919	SIA Carryover

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	TPAF/Health Benefits ELA Coachs	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$7,371	Federal Title I (School Allocation)
4	FICA/Aft Sch	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,630	SIA Carryover
5	Purchase the Solution Tree Mind the Gaps Event Package to support the school with the implementation of remediation programs.	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$11,594	SIA Carryover
5	Purchase the Solution Tree Global Professional Development Library for PLC implementation and teacher support.	SUPPORT SERVICES - Supplies & Materials / 200-600	\$3,500	SIA Carryover
5	Purchase materials to enhance and support PLCs and the targeted instructional groups.	SUPPORT SERVICES - Supplies & Materials / 200-600	\$5,000	SIA Carryover

SMART Goal 2

Using the iReady Math assessment, 40% of the students in grades 1-8 will reach typical growth from September 2021 to June 2022.

Priority Performance Based on Math NJSLA data (2019), current benchmark data, and formative assessments, students school wide struggle in following areas:
 Grades K-2: Modeling & Reasoning; Fact Fluency
 Grades 3-5: Modeling & Reasoning; Fact Fluency; Numbers & Operations; Fractions
 Grades 6-8: Modeling & Reasoning; Fact Fluency; Geometry
 at the end of last year 32.43% of students met I-ready growth targets for MATH.

Strategy 1: Teachers will focus on the process vs product to address deficiencies. They should utilize district resources which include modeling and reasoning examples as the problem of the day. Provide professional development around creating formative assessments that reflect on specific learning targets for each essential standard.

Strategy 2: On-going professional in house training is needed focusing on unpacking essential standards, writing learning targets, creating formative assessments, and using proficiency scales. PD will support teacher use of all district platforms (data access/analysis, creation of student reports, etc.) which will inform instructional decisions.

Strategy 3: Professional Learning Community (PLC) meetings will focus on creating and analyzing teacher generated formative assessments. They will also focus on creating intervention groups that need support or enrichment related to the essential standards.

Target Population: Schoolwide

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 80% of students at the Pennsylvania Avenue School will take the iReady Math Diagnostic Assessment.	<p>* iReady Diagnostic Scores</p> <p>Achievement will be measured using the iReady Scale Score (All iReady data reports will be in the End of Year View). IReady Placement Scores Typical growth of students.</p> <p>** Kindergarten will not be recorded in the SMART goal, but will be reported.</p>
Feb 15	By February 15, 2022, 40% of students at the Pennsylvania Avenue School will be at or above the 40% progress to annual typical growth mark as measured by the iReady math diagnostic.	<p>* iReady Diagnostic Scores</p> <p>Achievement will be measured using the iReady Scale Score (All iReady data reports will be in the End of Year View). IReady Placement Scores Typical growth of students.</p> <p>** Kindergarten will not be recorded in the SMART goal, but will be reported.</p>
Apr 15:	By April 15, 2022, students at the Pennsylvania Avenue School will average at least 4 lessons passed per month during February and March.	<p>* iReady Diagnostic Scores</p> <p>Achievement will be measured using the iReady Scale Score (All iReady data reports will be in the End of Year View). IReady Placement Scores Typical growth of students.</p> <p>** Kindergarten will not be recorded in the SMART goal, but will be reported.</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Using the iReady Math assessment, 40% of the students in grades 1-8 will reach typical growth from September 2021 to June 2022.	<p>* iReady Diagnostic Scores</p> <p>Achievement will be measured using the iReady Scale Score (All iReady data reports will be in the End of Year View). IReady Placement Scores Typical growth of students.</p> <p>** Kindergarten will not be recorded in the SMART goal, but will be reported.</p>

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Leadership Team will meet bi-weekly to review Annual School Plan, progress and data.	9/6/21	6/13/22	Leadership Team
2	3	Academic Focus- After school program, morning enrichment, summer school, coding camp, and Saturday School	9/6/21	6/30/22	Principal/District
3	1	Analyze baseline data to identify non-proficient student and proficient students, and to identify strengths, and trends to inform grade level and department goals.	9/6/21	6/30/22	Principal/ Teachers/Leadership
4	2	Provide coaching as necessary to teachers, model lessons, and lead discussions focused on modeled and reasoning, numbers and operations, and determining the basic math skills associated with understanding more complex problems.	9/6/21	6/30/22	District Math Coach
5	1	Provide targeted, differentiated mathematical instruction to address the individual learning needs of students in the Extended Learning Academy. Use standards- aligned formative assessments to monitor and remediate instruction and development.	9/6/21	6/30/22	Teachers/ After school Target Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
6	3	Professional Learning Communities (PLCS) will use formative assessment data to plan and deliver standards-aligned instruction, differentiated, and targeted instruction.	9/6/21	6/30/22	District Math Coach, Teachers/After school target teachers
7	2	Conduct focused walkthroughs and or formal observations to determine the effectiveness of mathematical instruction and to identify teachers in need of targeted professional development and coaching.	9/6/21	6/30/22	District Math Coach/Principal
8	1	Academic Focus- After school program, morning enrichment, summer school, coding camp, and Saturday School	9/6/21	6/30/22	Principal/Teachers/Coach
9	2	Use digital instructional tools and provide professional development around various virtual platforms.	12/15/21	6/30/22	District Math Coach/Teachers
10	3	Professional Learning Communities (PLCS) will use formative assessments to plan out the school-wide intervention/enrichment period.	9/6/21	6/13/22	Leadership Team

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Implement an After School Remediation Program for targeted groups to enhance school climate, culture, and improve Math academic achievement. 4 Teachers @ \$45.87 for 80 hours, two days per week starting February 2022-May 2022	INSTRUCTION - Personnel Services - Salaries / 100-100	\$14,678	SIA Carryover
4	Purchase instructional tools and provide professional development for all teachers around standards based lessons with concrete math manipulatives.	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$7,425	SIA Carryover

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Supplies/School Mediation Program	INSTRUCTION - Supplies & Materials / 100-600	\$6,439	SIA Carryover
4	Supplies/School Mediation Program	INSTRUCTION - Supplies & Materials / 100-600	\$7,339	Federal Title I (School Allocation)
4	Implement an After School Remediation Program for targeted groups to enhance school climate, culture, and improve Math academic achievement, one administrator @ \$67.50 for 80 hours, and one nurse @\$45.87 for 80 hours two days per week starting February 2022-May 2022.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$6,627	SIA Carryover
3	Math Coach Sal	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$53,420	SIA
2	Form Leadership Team and meet weekly/bi-weekly/monthly to review ASP progress and data with 9 members x \$45.87 x 25 hours and one administrator at \$67.50 x 25 hours starting in September 2021-June 2022.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$12,009	SIA
2	FICA/Leadership	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$919	SIA
4	FICA/Aft Sch	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,630	SIA Carryover
3	TPAF/Health Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$37,854	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Purchase instructional tools and provide professional development for all teachers around standards based lessons with concrete math manipulatives.	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$3,000	SIA Carryover
5	Purchase the Solution Tree Global Professional Development Library for PLC implementation and teacher support.	SUPPORT SERVICES - Supplies & Materials / 200-600	\$3,692	SIA
5	Purchase materials to enhance and support PLCs and the targeted instructional groups.	SUPPORT SERVICES - Supplies & Materials / 200-600	\$5,000	SIA Carryover

SMART Goal 3

Throughout the 2021-2022 school year, students in grade 7, will participate in project-based learning activities that support Essential Standards in Science and Math, with 65% of students completing at least one project.

Priority Performance

NJSLA Science data (2019) shows that only 2% of our 5th grade and 8th grade students were proficient. More recent iReady data (2020-2021) shows that only 16% of students are on grade level for Reading and 11% are on grade level for Math. We have many students that are in need of intervention and attendance has also been problematic.

Strategy 1:

During PLC meetings, teachers will support the work of the short term cycle by unpacking essential standards, writing learning targets, creating engaging lessons with authentic learning experiences, administering formative assessments, and using proficiency scales. PD will support teacher use of all district platforms (data access/analysis, creation of student reports, etc.) which will inform instructional decisions. Teachers will differentiate their instruction, plan their future assessments, and continually track student progress towards the essential standards.

Strategy 2:

Lessons in our STEAM Lab and Maker Space aligned to the Priority Standards unpacked in the Short-Term Cycle will teach children more than science and mathematics concepts. The focus on hands-on learning with real-world applications will develop a variety of skill sets, including creativity and 21st-century skills. Teachers should transfer control of the learning process to students and encourage collaboration.

Strategy 3:

Other skills we will develop through STEAM activities include problem solving, critical thinking, creativity, curiosity, decision making, leadership, entrepreneurship, acceptance of failure and more. STEAM Lab and Maker Space lessons provide opportunities to take traditional learning and prioritize the hands-on experience and real-world application necessary for developing a critical-thinking, innovative mind.

Target Population:

Schoolwide

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	80% of students that are present will begin to understand the policies, procedures, processes and principles aligned with Science, Math, Technology and Engineering and will understand the correlation between STEAM and student success.	Student Contract for Policy and Procedure, attendance, formative assessments
Feb 15	By February 15, 2022, 65% of the students who are present will begin and complete 3 out of 10 sections of their first PB project.	Evidence of completion (40%), attendance,
Apr 15:	By April 15, 2022, 65% of the students who are present will complete 5 out of 10 sections of their first PB project.	Evidence of completion (75%), attendance
Jul 1	Throughout the 2021-2022 school year, students in grade 7, will participate in project-based learning activities that support Essential Standards in Science and Math, with 65% of students completing at least one project.	Completion of Project Based Learning Activity,

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Grade level PLC's will collaborate on projects that support Science and Math essential standards.	9/1/21	6/30/22	Leadership Team/ Grade level PLC
2	2	Provide teachers with instructional supplies/materials and any necessary hardware for grade level STEAM projects	9/1/21	6/30/22	Leadership Team
3	1	Data team collects and analyzes data from district formative assessments on the essential standards for Science and Math	9/1/21	6/30/22	Data Team
4	1	PLC short term cycle meetings will identify how STEAM projects support essential standards	9/1/21	6/30/22	Leadership/Grade level teams
5	3	Provide interventions to support the essential standards in Math and Science	9/1/21	6/30/22	BSI teachers/ Instructional Coach

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
6	3	Monitor and record student progress as they complete projects	12/15/21	6/30/22	BSI teachers/Instructional Coach/ Grade Level PLC
7	1	Professional Learning Communities (PLCS) will use formative assessments to plan out the school-wide intervention/enrichment period.	9/1/21	6/30/22	Leadership Team/Teachers
8	1	Leadership Team will meet bi-weekly to review Annual School Plan, progress and data.	9/1/21	6/30/22	Leadership Team

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
7	Purchase supplies and materials to enhance and support the district wide intervention/enrichment period.	INSTRUCTION - Supplies & Materials / 100-600	\$10,000	SIA Carryover
2	STEAM supplies and materials, technology and materials to support STEAM implementation	INSTRUCTION - Supplies & Materials / 100-600	\$10,000	SIA Carryover
3	Form Leadership Team and meet weekly/bi-weekly/monthly to review ASP progress and data with 9 members x \$45.87 x 25 hours and one administrator at \$67.50 x 25 hours starting in September 2021-June 2022.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,021	SIA
3	Form Leadership Team and meet weekly/bi-weekly/monthly to review ASP progress and data with 9 members x \$45.87 x 25 hours and one administrator at \$67.50 x 25 hours starting in September 2021-June 2022.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$9,988	SIA Carryover

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	FICA (leadership team)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$155	SIA
3	FICA (leadership team)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$764	SIA Carryover

SMART Goal 4

By June 2022, 75% of students in grades K - 8 will apply the learned strategies of SEL that will support school climate and culture, instruction, increase daily attendance, increase ability to self identify and self regulate emotions to meet the needs of all students.

Priority Performance Students need the skills and knowledge that will allow them to communicate effectively, reduce the stigma associated with mental health, interact with peers, resolve conflicts, and manage their emotional responses to stressful situations.

Strategy 1: Implementation of effective student-centered discipline utilizing disciplinary strategies that are developmentally appropriate, culturally responsive, trauma responsive, prioritize relationship building, and strive to find motivation within the students.

Strategy 2: Provide resources to make the classroom suitable for the social and emotional needs of all students that help provide an engaging learning environment and provide opportunities for students to practice SEL skills.

Strategy 3: Provide clear information about social and emotional learning to families through various communication methods in order to inform the community about the correlation between SEL, absenteeism, and student achievement. Intervention period

Target Population: Schoolwide

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By 11/15/20, 40% of parents, 100% of students, and 100% of teachers will understand the implementation of the Social Emotional Learning procedures and have professional development. Students, faculty, and staff will understand the correlation student achievement, attendance and SEL learning. Families of students who were identified from previous year as disciplinary issues and chronically absent will be invited to a special parent workshop during Back to School Night to discuss the code of conduct.	disciplinary referrals, chronic absence hot list, professional development calendar, sign in sheets
Feb 15	25% of students in grades K-8 will apply the SEL components and identify 1 out of 3 strategies learned as measured by participation in the daily intervention period	social awareness check in, google form, attendance rates, disciplinary referrals
Apr 15:	50% of students in grades K-8 will apply the SEL components and identify 2 out of 3 strategies learned as measured by participation in the daily intervention period	social awareness check in, google form, attendance rates, disciplinary referrals
Jul 1	By June 2022, 75% of students in grades K - 8 will apply the learned strategies of SEL that will support school climate and culture, instruction, increase daily attendance, increase ability to self identify and self regulate emotions to meet the needs of all students.	social awareness check in, google form, attendance rates, disciplinary referrals

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	create an environment that provides school staff with opportunities for professional development and reflection on social-emotional learning; fosters collaboration among staff to develop and refine strategies for promoting schoolwide SEL; and encourages staff to model SEL skills and mindsets in interactions with one another, students, families, and the broader community to improve climate and culture, increase academic, social emotional, and attendance goals.	7/1/21	6/30/22	ResiliencyTeam

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	Implement emotional interventions ranging from on demand calm down zone use, lunch bunch groups, regular daily behavior coaching, check in/check out, check and connect and individualized safety plans.	7/1/21	6/30/22	Resiliency team
3	2	Interpret additional data (ex: grades, test scores, behavioral referrals, and health issues) to develop a full picture of what is happening in the student's lives, especially for those with more severe attendance and emotional problems.	7/1/21	6/30/22	ResiliencyTeam
4	2	Determine the nature and intensity of supports and provides supports, which can range from a call home or truancy letter to a more intensive intervention and case management process.	7/1/21	6/30/22	ResiliencyTeam
5	2	Establish early warning systems, including on-track and off-track indicators: identify family, classroom, school and community data sources; monitor student attendance, academic, and discipline daily; identify students who are at-risk for chronic absenteeism and analyze patterns.	7/1/21	6/30/22	ResiliencyTeam/Attendance Team
6	1	SEL implementation intentionally nurtures a work environment in which staff feels supported, empowered, able to collaborate effectively and build relational trust, and also able to develop their social and emotional skills through professional development and a book study.	7/1/21	6/30/22	Principal/Leadership Team
7	3	Create opportunities for families to engage in school initiatives related to social-emotional learning to help foster proper procedures at home. Create a parent newsletter and share it on the school website. Host virtual game nights to foster building relationships.	7/1/21	6/30/22	ResiliencyTeam
8	1	Order IPADS, Headphones, Technology, Vision Boards for the students.	7/1/21	6/30/22	ResiliencyTeam
9	2	SEL/Climate and Culture Fun Day	7/1/21	6/30/22	ResiliencyTeam
10	1	Professional Learning Communities (PLCS) will use formative assessments to plan out the school-wide intervention/enrichment period.	9/1/21	6/30/22	Leadership Team/Teachers

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	School Assemblies in person or virtual	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$15,000	SIA Carryover
9	School SEL Fun Day T-shirts and Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$1,239	SIA Carryover
6	SEL therapeutic supplies, calm down down, technology, and materials to support SEL implementaion	INSTRUCTION - Supplies & Materials / 100-600	\$18,350	SIA
6	SEL therapeutic supplies, work stations, technology and materials to support SEL implementation	INSTRUCTION - Supplies & Materials / 100-600	\$7,000	SIA Carryover
9	School SEL Fun Day T-shirts and Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$7,761	Federal Title I (School Allocation)
3	Form Leadership Team and meet weekly/bi-weekly/monthly to review ASP progress and data with 9 members x \$45.87 x 25 hours and one administrator at \$67.50 x 25 hours starting in September 2021-June 2022.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$12,009	SIA Carryover
5	Three monitors/specialists who will analyze social and emotional, climate and culture and attendance data and the intervention programs after school, meet with families and students, after school hours and create a plan to address the improvement of climate and culture, attendance and social/emotional needs. 3 monitors x 45.87/hour x 140 hours September 2021-June 2022	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$19,300	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$919	SIA Carryover
1	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,404	SIA
5	FICA (monitors)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,476	SIA
1	Conduct staff professional development through workshops, virtual or in person, and/or book study.	SUPPORT SERVICES - Other Purchased Services / 200-500	\$10,000	SIA Carryover
9	School SEL Fun Day Services (pertrosh, blow ups, etc)	SUPPORT SERVICES - Other Purchased Services / 200-500	\$5,000	SIA Carryover
7	student/family school celebrations incentives	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,000	SIA Carryover

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
STEM equipment-Interactive Floor	1/3/22	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	FACILITIES - Instructional Equipment / 400- 731	\$36,000.00	Federal Title I (School)
Installation for STEM equipment	1/3/22	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	SUPPORT SERVICES - Purchased Property Services / 200-400	\$2,000.00	Federal Title I (School)
Teacher Stipends for Extended Day Programs	7/1/21	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	INSTRUCTION - Personnel Services - Salaries / 100- 100	\$140,807.00	Federal Title I (School)
1:1 Tutoring-Vendors	1/4/22	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$107,000.00	Federal Title I (School)
Adaptive software renewal licenses	7/1/21	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	INSTRUCTION - Other Purchased Services / 100-500	\$48,282.00	Federal Title I (School)

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Instructional supplies for use with extended day programs and to enhance the existing curriculum	7/1/21	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	INSTRUCTION - Supplies & Materials / 100-600	\$76,359.00	Federal Title I (School
Support salary for extended day programs	7/1/21	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$31,749.00	Federal Title I (School
Educator Salary for Supplemental Reading Program - My'On	9/1/21	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$24,840.00	Federal Title I (School
Administrative Salaries for various extended day activities	10/4/21	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$13,298.00	Federal Title I (School
Training Stipends/PLC Salaries	9/1/21	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$34,377.00	Federal Title I (School

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
FICA	7/1/21	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$18,748.00	Federal Title I (School
Professional development for Adaptive Software	7/1/21	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$7,857.00	Federal Title I (School
Ed-Connect License, transportation, workshop registration. professional development courses, and refreshments for various activities	7/1/21	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	SUPPORT SERVICES - Other Purchased Services / 200-500	\$14,454.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$29,356	\$29,356
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$29,850	\$29,850
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$28,879	\$0	\$0	\$0	\$18,350	\$34,678	\$81,907
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$28,879	\$0	\$0	\$0	\$18,350	\$93,884	\$141,113
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$9,567	\$0	\$0	\$0	\$86,750	\$47,260	\$143,577
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$7,371	\$0	\$0	\$0	\$41,808	\$5,862	\$55,041
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$14,594	\$14,594
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	\$15,000	\$15,000
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	\$3,692	\$15,500	\$19,192
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	\$16,938	\$0	\$0	\$0	\$132,250	\$98,216	\$247,404
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	\$45,817	\$0	\$0	\$0	\$150,600	\$192,100	\$388,517

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	\$45,817	\$0	\$45,817
Other Title 1 Expenditures	\$0	\$555,771	\$0	\$555,771
Total	\$0	\$601,588	\$0	\$601,588

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		Curriculum and Standards
x		Climate and Culture, including Social and Emotional Learning
x	For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.	
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed By: Lina Gil

Title: Principal

Date: 08/12/2021

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.
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Certified By: Michael Bird

Title: Director

Date: 07/23/2021

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: Michael Bird

Title: Director

Date: 09/08/2021