

BLOOMFIELD HIGH SCHOOL

District: BLOOMFIELD TWP

County: ESSEX

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 130410020

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	Chris Jennings	Yes	Yes	Yes		
Assistant Principal/ Title I Coordinator	Elizabeth Petrangeli	Yes	Yes	Yes		
Science Supervisor	Lou Cappello	Yes	Yes	Yes		
ELA Teacher	Breanne Tejada	Yes	Yes	Yes		
Community Member	Emily Savino	Yes	Yes	Yes		
Parent	Marcella DiMatteo	Yes	Yes	Yes		
School Counselor	Adrienne Feraco	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
11/11/2020	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/13/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
03/17/2021	Smart Goal Development	Yes	Yes
05/12/2021	Prior Year Evaluation	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)
School Year BEAMS and Summer BEAMS program	ELA and MATH	Summer program for rising seniors. School Year	Yes	No	No	Was not implemented for many reasons- Covid-19 regulations, remote learning, inability to proctor the Accuplacer exam remotely efficiently, and the cancelation of 2021 graduation assessment requirements. We are not running the summer BEAMS program in 2021 due to the unknown status of the class of 2022 graduation assessment requirements. If and when the graduation assessment requirement continues to be implemented we plan to reinstate this program.
Peer Mentor Advisors	All content areas	All populations	Yes	No	No	Was not implemented due to being in a remote setting for most of the school year. Plan to implement for the 21-22 school year.

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)
Freshman Team Leaders	All content areas	Freshmen students	Yes	Yes	Yes	Team teachers meet weekly to discuss student progress, assessments, and goals. The focus of the meeting is often at-risk students. Weekly summaries of team meetings are submitted to the principal. In addition, assistant principals have been assigned at-risk students to follow up with. In 2021, at least 91% of the freshman will earn 30 credits or more. This trend continues from last year.
BHS Parent Newsletter	School Wide	Parent/Community stakeholders	Yes	Yes	Yes	The newsletter reaches 100% of the parents that visit the school website and/or receive our virtual backpack emailing.
Media Center Extended Hour	All content areas	All student populations	Yes	No	No	Was not implemented due to being in a remote setting for most of the school year. Plan to implement for the 21-22 school year.
Leadership Advisor	All content areas	All student populations	Yes	No	No	Stipend position for two teachers for the 20-21 school year.

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)
Equity & Excellence Team	All content areas	Faculty and Staff, all students	Yes	No	No	Unsure if this intervention will continue due to funding.

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	19-20 testing data not available. NJSLA testing canceled due to Covid-19.	Copied from 20-21 ASP: Comparing 2018 to 2019 ELA proficiency increased 6%. 11.9% increase from 2017. Math proficiency increased 2%. 1.7% increase from 2017. Females continue to outperform males. All ethnics groups increased from 2018, with the exception of Hispanic student in math. Economically disadvantaged students increased 8.8% in ELA Overall, most subgroups increased proficiency from 2018 to 2019.
		Schoolwide	51.7 %	26.5%	16%	77%	23%		
		White	61.9 %	38.5%	25%	86%	31%		
		Hispanic	42%	20.2%	11%	68%	20%		
		Black or African American	47.4 %	18.1%	13%	68%	14%		
		Asian, Native Hawaiian, or Pacific Islander	88.6 %	54.8%	*	*	*		
		American Indian or Alaska Native	*	*	*				
		Two or More Races	*	*		*	*		
		Female	61.1 %	28%	17%	74%	26%		
		Male	42.8 %	25.2%	15%	81%	20%		
		Economically Disadvantaged Students	43.4 %	17.4%	13%	71%	13%		
		Non-Economically Disadvantaged Students	57.8 %	33.5%	19%	80%	30%		
		Students with Disabilities	*	*	*	*	*		
		Students without Disabilities	*	*	*	*	*		
		English Learners	20%	*	10%	*	*		
		Non-English Learners	53.4 %	*	16%	*	*		
		Homeless Students	*	*	*	*	*		
		Students in Foster Care							

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		
		Military-Connected Students							
		Migrant Students							

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				No data available	There is no data with which to compare as they were not reported in 2018, 2019, or 2020.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide			25%		
		White			36%		
		Hispanic			18%		
		Black or African			16%		
		Asian, Native					
		American Indian or			*		
		Two or More Races					
		Female			25%		
		Male			23%		
		Economical ly			14%		
		Non-Economical			30%		
		Students with			3%		

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			28%		
		English Learners			0%		
		Non-English			25%		
		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	NO SGP	NO SGP
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
		Students without Disabilities				

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners				
		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					No data available	No data available
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	No data available	No data available
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	No data available	No data available
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	48.8%	Copied from 20-21 ASP 2020-2021: scores not available at time of reporting. 2019-2020: students not tested 2018-2019 Scores Level 1 2 3 4 5 6 9th 4 3 8 4 1 0 10th 3 3 5 4 1 1 11th 0 1 5 3 2 0 12th 1 3 3 3 0 0	Students not tested in 2020.

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	0	2021 Data: 1913 Total enrollment Asian: 126 6.6% Black: 498 26% Hispanic: 811 42.4% Multiracial: 1 Hawaiian/PI: 28 1.5% White: 443 23.2% Native American/Alaskan: 28 1.5% 9: 507 10: 492 11: 449 12: 465 2020 Data: 1872 Total enrollment Asian: 134 7.2% Black: 489 26% Hispanic: 746 39.9% Multiracial: 21 1.1% Hawaiian/PI: 18 >1% White: 462 24.7% Native American/Alaskan: 2 9: 503 10: 470 11: 445 12: 454 2019 Data: 1905 Total enrollment Asian: 138 Black: 515 Hispanic: 755	2021 enrollment higher than 2019. Demographic percentages remain relatively the same. Percentages added into enrollment data.
		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
				Multiracial: 11 Hawaiian/PI: 14 White: 471 Native American/Alaskan: 1 9: 503 10: 471 11: 428 12: 503	
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	0.00%	20-21: YTD attendance rate is 97.7% 19-20: YTD attendance rate: 93.9%	Attendance rate increased almost 4% this year. Possible reason is mostly remote learning due to Covid-19.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.00%	20-21: Data skewed due to remote learning. 19-20: 75 students chronically absent	Trends not available.
		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	0.00%	2020-2021: 96.6% 2019-2020: Not reported	Data skewed due to Covid-19.

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%	2021 Data: OSS YTD: 0 ISS YTD: 0 2020 Data: OSS YTD: 68 ISS YTD: 212 2019 Data: OSS YTD: 68 ISS YTD: 146	No discipline referrals in 20-21 due to remote setting until April and minimal student in-person presence from April to June.
		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		Surveys were completed throughout the year regarding climate and culture.	Administration met with stakeholders to discuss results and develop goals.

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	19-20 Data: Schoolwide- 5 year- 91.5% (2019 cohort) 4 year- 92.9% (2020 cohort)	Schoolwide rate increased.
		Schoolwide	91.7%	89.7%	White- 5 year- 89.8% (2019 cohort) 4 year- 95% (2020 cohort)	Interventions: RAFT for freshmen Freshmen teams Wednesday Schedule Extended Media Center Hours After School Tutoring
		White	92.6%	88.3%	Hispanic- 5 year- 91.7% (2019 cohort) 4 year- 91.3% (2020 cohort)	
		Hispanic	88.8%	89.8%	Black- 5 year- 91.5% (2019 cohort) 4 year- 100% (2020 cohort)	
		Black or African American	92.3%	88%	Economically Disadvantaged- 5 year- 93.2% (2019 cohort) 4 year- 93.1% (2020 cohort)	
		Asian, Native Hawaiian, or Pacific Islander	*	100%	Students with Disabilities- 5 year- 79.5% (2019 cohort) 4 year- 87.5% (2020 cohort)	
		American Indian or Alaska Native	*	*		
		Two or More Races		*		
		Economically Disadvantaged Students	90.9%	90.3%		
		Students with Disabilities	82.8%	78.6%		
		English Learners	90.3%	79.5%		
		Homeless Students	*			
		Students in Foster Care		*		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>English Learners- 5 year- 84.6% (2019 cohort)</p> <p>4 year- 86.7% (2020 cohort)</p>	

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.	Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution	<p>19-20 Data: (fall rates)</p> <p>Schoolwide 61.6% enrolled in any institution 19.6% enrolled in 2-year institution 81.4% enrolled in 4-year institution</p> <p>White 68.9% enrolled in any institution 7.7% enrolled in 2-year institution 92.3% enrolled in 4-year institution</p> <p>Hispanic 56.3% enrolled in any institution 25.6% enrolled in 2-year institution 74.4% enrolled in 4-year institution</p> <p>Black 57.9% enrolled in any institution 30.6% enrolled in 2-year institution 69.4% enrolled in 4-year institution</p> <p>Economically Disadvantaged</p>	<p>Enrollment is down schoolwide and in all demographics. This is consistent with nationwide data.</p> <p>Interventions College Fair held each year. College Application info night held by the counseling office.</p>
		Statewide	76.1	29.5	70.5	78.4	21.6	79.7	20.3		
		White	83.1	26.2	73.8	73.8	26.2	74.8	25.2		
		Hispanic	69.7	30.6	69.4	78.2	21.8	84.7	15.3		
		Black or African American	75.4	30.8	69.2	77.9	22.1	77.9	22.1		
		Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*		
		American Indian or Alaska Native									

Data Source	Factors to Consider	Prepopulated Data							Your Data (Provide any additional data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution	<p>58.3% enrolled in any institution 27.3% enrolled in 2-year institution 72.7% enrolled in 4-year institution</p> <p>Students with Disabilities 33.3% enrolled in any institution 28.6% enrolled in 2-year institution 71.4% enrolled in 4-year institution</p> <p>English Learners *% enrolled in any institution *% enrolled in 2-year institution *% enrolled in 4-year institution</p>
		Two or More Races	*	*	*	*	*	*	*	
		Economically Disadvantaged Students	66.8	34.1	65.9	81.4	18.6	87.6	12.4	
		Students with Disabilities	40.5	53.3	46.7	80	20	90	10	
		English Learners	34.8	50	50	100	0	62.5	37.5	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
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	Test	% of Students in School	19-20 Data: PSAT- 96.9% SAT- 94.0% ACT- 8.2%	Participation is relatively consistent. PSAT is offered free of charge to all 10th and 11th graders in October of each year. PSAT was not offered for the 20-21 school year (due to Covid-19)- next year's data will reflect that. SAT is offered free of charge to all 12th graders in October of each year.
		Participating in PSAT	95.6		
		Participating in SAT	95.9		
		Participating in ACT	9.3		
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	433	2021: 73% C or better 2020: 74% C or better 2019: 65% C or better 2018: 71.2 C or better Students enrolled in Algebra 1: 426	Students who took the Algebra 1 NJSLA in 2020: 0 Students who took the Algebra 1 NJSLA in 2021: 0
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	413		
		% of students who scored 4 or 5 on the PARCC assessment	16%		

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		Observation/Summative waiver for the 19-20 SY due to Covid-19. 20-21 Data # Teachers to evaluate: 188 # Non-tenure (years 1 & 2): 22 # Non-tenure (years 3 & 4): 9 # teachers on CAP: 0 Classroom Observations # Scheduled: 410 # Completed: 410 # Highly Effective: 360 # Effective: 48 # Partially Effective: 2 # Ineffective: 0	N/A- no data to compare as this is the first year this data was requested

< 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	4-Sustaining	Collaboration on effective units of study	Use of data
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
Assessment	1	A	3-Developing	Common formative assessment	pre-assessment, use of data to drive instruction
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	Conflict resolution	common planning time
	2	A	2-Emerging		
	3	A	3-Developing		
	4	A	4-Sustaining		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	expectation of behavior and programming for SEL instruction and support	use of data to drive instruction
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	4-Sustaining		
	6	A	4-Sustaining		
	7	A	4-Sustaining		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	3-Developing		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	4-Sustaining		
Teacher and Principal Effectiveness	1	A	4-Sustaining	frequent review of teacher evaluation tool	review of evaluation tool

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	Increase the percentage of students performing at established proficiency levels, especially in the subgroups, on standardized tests.	<p>NJSLA data not available for comparison.</p> <p>ELA Proficiency Rate: 19-20: N/A 18-19: 51.7% 17-18: 45.7%</p> <p>MATH Proficiency Rate: 19-20: N/A 18-19: 26.5% 17-18: 24.5%</p> <p>SAT data skewed as limited seniors took the test in 20-21 and the PSAT was not administered.</p> <p>We are 74 points behind the state average for SAT scores. We are continuing to close the gap (80 in 2019 and 100 in 2018).</p> <p>Our participation rate is 94% compared to the state's 71%. This reflects our commitment to closing the gap between all students but also factors into our lower school average.</p>	All	1	Co-Teaching & Inclusion
				2	Reduction in class size
				3	Differentiated Instruction

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?)	
Graduation Rate	Preparation and awareness of college for our students and the importance of a college degree. Developing the necessary skills and knowledge for a chosen career.	2020 Graduation rate reflects a high of 92.9%. 2019: 89.7% 2018: 90.0% 19-20 increased average for College and Career Readiness: ELA: 53.0% (69.0% state) MATH: 35.0% (52.0% state) 18-19: ELA: 49.0% (70.0% state) MATH: 30.0% (53.0% state)	All, especially economically disadvantaged and those with parents that did not receive formal education beyond high school.	1	Counseling
				2	College and Career Fair, Info nights
				3	SAT/ACT Prep classes
Curriculum and Standards	Staff to identify student needs and address them, especially in ELA.	Title-funded ELA interventionist provides support, identified and tracked through I&RS and case managers. 20-21 504s- 104 19-20 504s- 83 18-19 504s- 86 17-18 504s- 70 20-21 I&RS Referrals- 37 19-20 I&RS Referrals- 38 18-19 I&RS Referrals- 30 17-18 I&RS Referrals- 17	All	1	Co-Teaching & Inclusion
				2	Reduction in class size
				3	Differentiated Instruction

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 dealing with issues preventing them from concentrating on academics	<p>Total number of OSS (including repeat offenders) fluctuates each year. Student utilize the Crisis Center and Den to tackle social and emotional issues. Often outside issues, peer pressure, lack of quality role models influences student decisions and emotions.</p> <p>20-21 data (ISS/OSS): 0 ISS 0 OSS due to remote setting</p> <p>20-21 data (Crisis): total caseload- 164 students amongst 3 counselors 133 new referrals this school year 38 students involved in support groups and prevention programs</p> <p>20-21 data (Den): 17 students in clinical counseling 117 students involved in programming</p>	All	1	Leadership Advisor
				2	Mental Health Awareness
				3	

SMART Goal 1

Increase standardized test scores.

Priority Performance Increase the percentage of students performing at established proficiency levels, especially in the subgroups, on standardized tests.

Strategy 1: Co-Teaching & Inclusion

Strategy 2: Reduction in class size

Strategy 3: Differentiated Instruction

Target Population: All

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Increase standardized test scores.	Test Scores
Feb 15	Increase standardized test scores.	Test Scores
Apr 15	Increase standardized test scores.	Test Scores
Jul 1	Increase standardized test scores.	Test Scores

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Staffing- highly qualified staff and increase staff with special education certification	9/1/21	6/30/22	Principal, Supervisor
2	2	Increased staffing to reduce class size	9/1/21	6/30/22	Principal, Supervisor
3	3	Curriculum revisions, data analysis, infusion of testing strategies to core content curriculums.	7/1/21	6/30/22	Principal, Supervisor

Budget Items

SMART Goal 1

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

SMART Goal 2

College and Career Awareness and Preparation

Priority Performance	Preparation and awareness of college for our students and the importance of a college degree.
	Developing the necessary skills and knowledge for a chosen career.
Strategy 1:	Counseling
Strategy 2:	College and Career Fair, Info nights
Strategy 3:	SAT/ACT Prep classes
Target Population:	All, especially economically disadvantaged and those with parents that did not receive formal education beyond high school.

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	College and Career Awareness and Preparation	Student/Parent Survey Feedback Readiness rate Participation rate

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	College and Career Awareness and Preparation	Student/Parent Survey Feedback Readiness rate Participation rate
Apr 15	College and Career Awareness and Preparation	Student/Parent Survey Feedback Readiness rate Participation rate
Jul 1	College and Career Awareness and Preparation	Student/Parent Survey Feedback Readiness rate Participation rate

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Meetings with School Counselor	9/1/21	6/30/22	Counseling Department
2	2	Information Night for Parents and Students	9/1/21	6/30/22	Counseling Department, Assistant Principals
3	3	Testing Strategies Classes	9/1/21	6/30/22	ELA Interventionist, Assistant Principal

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

Staff to identify student needs and address them, especially in ELA.

Priority Performance Staff to identify student needs and address them, especially in ELA.

Strategy 1: Co-Teaching & Inclusion

Strategy 2: Reduction in class size

Strategy 3: Differentiated Instruction

Target Population: All

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	To provide comprehensive intervention referrals and services.	I&RS Data
Feb 15	To provide comprehensive intervention referrals and services.	I&RS Data
Apr 15	To provide comprehensive intervention referrals and services.	I&RS Data
Jul 1	Staff to identify student needs and address them, especially in ELA.	I&RS Data

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Increased staff	7/1/21	6/30/22	Principal, Supervisors
2	3	Media Center Extended Hours	9/1/21	6/30/22	Assistant Principal
3	1	Freshman teaming, team leaders	9/1/21	6/30/22	Principal, Assistant Principal

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staffing	INSTRUCTION - Personnel Services - Salaries / 100-100	\$250,000	Federal Title I (School Allocation)
2	Media Center Extended Hours	INSTRUCTION - Personnel Services - Salaries / 100-100	\$4,000	Federal Title I (School Allocation)
3	Freshman Team Leaders	INSTRUCTION - Personnel Services - Salaries / 100-100	\$14,000	Federal Title I (School Allocation)

SMART Goal 4

Climate & Culture, Increase Parent Involvement

Priority Performance Students dealing with issues
preventing them from concentrating
on academics

Strategy 1: Leadership Advisor

Strategy 2: Mental Health Awareness

Strategy 3:

Target Population: All

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Climate & Culture, Increase Parent Involvement	Feedback via surveys and anecdotal evidence
Feb 15	Climate & Culture, Increase Parent Involvement	Feedback via surveys and anecdotal evidence
Apr 15	Climate & Culture, Increase Parent Involvement	Feedback via surveys and anecdotal evidence
Jul 1	Climate & Culture, Increase Parent Involvement	Feedback via surveys and anecdotal evidence

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Peer mentors, leadership class, leadership advisor, team leaders	9/1/21	6/30/22	Principal
2	2	Mental health awareness programs	9/1/21	6/30/22	Crisis Counselors
3	2	Parent Newsletter	9/1/21	6/30/22	Assistant Principal
4	3	Diversity Council	9/1/21	6/30/22	Principal

Budget Items

SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Diversity Council	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,500	Federal Title I (School Allocation)
2	Parent Newsletter	INSTRUCTION - Personnel Services - Salaries / 100-100	\$5,000	Federal Title I (School Allocation)
1	Peer mentors, leadership advisor, team leaders	INSTRUCTION - Personnel Services - Salaries / 100-100	\$120,000	Federal Title I (School Allocation)

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Intervention s Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocate d 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	\$495,500	\$0	\$0	\$0	\$0	\$0	\$495,500
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	\$495,500	\$0	\$0	\$0	\$0	\$0	\$495,500
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Intervention s Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocate d Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicabl e) Allocated to School	SIA Carryove r	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructi onal 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	\$495,500	\$0	\$0	\$0	\$0	\$0	\$495,500

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$495,500	\$0	\$495,500
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$495,500	\$0	\$495,500

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		Graduation Rate
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: Elizabeth Petrangeli

Title: Assistant Principal

Date: 06/24/2021

District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Joanne Decker
 Title: Director of Student Achievement
 Date: 06/29/2021

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: Joanne Decker
Title: Director of Student Achievement
Date: 06/29/2021