WATSESSING ELEMENTARY

District:	BLOOMFIELD TWP	School Identification:	Targeted Support
County:	ESSEX	Targeted Subgroup	White
Team:	NA	CDS:	130410150

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	Gina Rosamilia	Yes	Yes	Yes		
Amanda Eineker	ELA Interventionist	Yes	Yes	Yes		
Elena Kazoun	Math Interventionist	Yes	Yes	Yes		
Karen Giere	Classroom Teacher	Yes	Yes	Yes		
Patricia Sommers	Parent	Yes	Yes	Yes		
Anthony Naridello	Community Member	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
03/26/2021	Prior Year Evaluation	Yes	Yes
04/14/2021	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/04/2021	Priority Performance Needs and Root Cause Analysis,Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS						
Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Family Nights	ELA, Math, and Science	All Students, white subgroup	Yes	No	No	Due to remote instruction, we only offered STEM Nights. Students that joined had fun.
W.H.A.M After School Program	ELA and Math	All students, white sub group	Yes	No	No	Due to remote instruction, there was no opportunity to had WHAM after-school program. We would like to have the afterschool program for the 21 - 22 school year.
W.I.S.E.R. After School Program	ELA and Math	ELL Learmers	Yes	No	No	Due to remote instruction, there was no opportunity to hold the W.I.S.E.R. after-school program. We would like to have the afterschool program for the 21 - 22 school year.

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	no data due to remote learning	n/a
		Schoolwide	41.5%	34.4%					
		White	*	*					
		Hispanic	46.7%	34.2%					
		Black or African American	31.5%	27.4%					
		Asian, Native Hawaiian, or Pacific Islander	*	*					
		American Indian or Alaska Native							
		Two or More Races							
		Female	50.6%	39.5%					
		Male	34.6%	30.6%					
		Economically Disadvantaged Students	35.2%	30.3%					
		Non-Economically Disadvantaged Students	50%	40%					
		Students with Disabilities	13.3%	15.6%					
		Students without Disabilities	50.3%	40.3%					
		English Learners	14.3%	20%					
		Non-English Learners	43.7%	35.6%					
		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 due to remote learning	n/a
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	12%				
		White					
		Hispanic	13%				
		Black or African	8%				
		Asian, Native					
		American Indian or	*				
		Two or More Races	*				
		Female	5%				
		Male	16%				
		Economically	14%				
		Non-Economical	9%				
		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	18%				
		English Learners					
		Non-English					
		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 data due to remote learning	n/a
		Schoolwide	60.5%	57%		
		White	60%	58.5%		
		Hispanic	59%	63%		
		Black or African American	67%	54%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races				
		Female	70%	64%		
		Male	49%	51%		
		Economically Disadvantaged	58%	59%		
		Non-Economically Disadvantaged				
		Students with Disabilities	49%	60%		
		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%	44%		
		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					ELA benchmark was given to students three times in grades 3-6 and in cycles 2 and 3 for grades 1-2 . Math benchmark was given to students in grades 1-3 in all three cycles.	Benchmark periods during the year have a 30-day window and 100% participation rate was met at all grades.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	100%	79%	0%		
		2	0%	100%	99%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	0%		
		5	100%	100%	99%	0%		
		6	100%	100%	100%	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	Cyclle 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	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	0%		
		5	100%	100%	99%	0%		
		6	100%	100%	99%	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	ELA benchmark was given to students three times in grades 3-6 and in cycles 2 and 3 for grades 1-2 .	Scores fluctuated throughout the year. From cycle 1 to cycle 2 grades 5 and 6 increased their proficiency rate.
		K	0%	0%	0%	0%		
		1	0%	77%	77%	0%		
		2	0%	48%	35%	0%		
		3	67%	50%	48%	0%		
		4	38%	35%	43%	0%		
		5	34%	37%	37%	0%		
		6	22%	27%	23%	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	Math benchmark was given to students in grades 1-3 in all three cycles.	Scores fluctuated throughout the year. From cycle 1 to cycle 2 grade 2 increased their proficiency rate.
		K	0%	0%	0%	0%		
		1	80%	76%	57%	0%		
		2	39%	46%	41%	0%		
		3	65%	56%	35%	0%		
		4	38%	32%	40%	0%		
		5	58%	34%	24%	0%		
		6	41%	28%	27%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%	No data due to date of administration.	n/a

CLIMATE & CULTURE				
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	275	Transient population	Enrollment has decreased due to remote learning.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	95.77%	Due to virtual learning taking place till April, virtual attendance was extremely positive from K-6.	Continue to work with families to increase attendance.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Chronic Absenteeism (Students)*	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%	Students chronic absenteeism was due in part to teach issues, parents working, and	Continue to work with families to increase attendance.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
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%	There was no chronic absenteeism for staff.	Increased attendance at professional development opportunities and teaching BTA classes.

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%	There were no discipline issues due to remote learning.	N/A
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			

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.			

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			

< 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	2-Emerging	Our SGO/SLO's reflect the standards, anchor conversations regarding assessments and units of study, and aim to continue effective instruction during remote and hybrid learning.	Language Arts and Math continue to be our areas of focus.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	4-Sustaining	Common assessments have developed and utilized at the school and district levels. Results are discussed and analyzed so instruction can be differentiated and targeted for students.	Language Arts and Math continue to be our areas of focus.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
Professional Learning Community (PLC)	1	A	3-Developing	Continue to hold PLCs at least one to two times a week in which the focus is on student achievement, SGO/SLO's, and assessments.	Develop norms and SMART goals for PLC meeting and effective means for managing
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	A positive culture was maintained during remote and hybrid learning.	We will continue to focus on students' social-emotional well-being after what has become an emotional and difficult year.
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	4-Sustaining		
	7	A	4-Sustaining		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Staff recognizes the positive school climate provided by building and district administration during a difficult year.	Maintain the positive achool climate and student growth.

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	Reading winter benchmark assessment showed that about 45% of the students in grades 1 - 6 were at/above benchmark.	Due to the duration of remote learning and a global pandemic, students were impacted in multiple ways; academically, socially, and physically.	All subgroups	1	Attendance at Bloomfield Teacher's Academy and other professional development
				2	In PLCs, staff will use data to inform instructional plans as well as create and utilize group norms and questions to guide those conversations. Data will be used to inform instructional and differentiation techniques.
				3	Implementation of Reader's and Writer's Workshop model, small group instruction and intervention, extended day activities for learners, and family nights.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)		Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Effective Instruction	Math winter benchmark assessment showed that about 45% of the students in grades 1 - 6 were at/above benchmark.	Due to the duration of remote learning and a global pandemic, students were impacted in multiple ways; academically, socially, and physically.	All subgroups	1	Attendance at Bloomfield Teacher's Academy and other professional development
				2	Utilization of inclusion model and differentiation techniques, small group instruction, and intervention, extended day activities for learners, and family nights.
				3	In PLCs, staff will use data to inform instructional plans as well as create and utilize group norms and questions to guide those conversations. Data will be used to inform instructional and differentiation techniques.
Climate and Culture, including Social and Emotional Learning	Lack of parental involvement in school-related activities. Students lack the social and emotional skills needed to deal with difficulties they encounter.	Due to the duration of remote learning and a global pandemic, students were impacted in multiple ways; academically, socially, and physically.	All subgroups	1	Family involvement opportunities and invitations to parents to participate in classroom activities and extended day programs.
				2	Provide social group opportunities and more referrals for individual counseling.
				3	Social and emotional classroom lessons, assemblies, implementations of PBSIS, and PD for teachers.

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?)	
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

To increase student proficiency and close the achievement gap in ELA via effective instruction.

Priority Performance   Reading winter benchmark assessment showed that about 45% of the students in grades 1 - 6 were at/above benchmark.

Strategy 1:   Attendance at Bloomfield Teacher's Academy and other professional development

Strategy 2:   In PLCs, staff will use data to inform instructional plans as well as create and utilize group norms and questions to guide those conversations. Data will be used to inform instructional and differentiation techniques.

Strategy 3:   Implementation of Reader's and Writer's Workshop model, small group instruction and intervention, extended day activities for learners, and family nights.

Target Population: All subgroups

Interim Goals
SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Analyze data after the initial screening to understand baseline data	Scores as measured by various reading assessments including STAR SS, TCA, and teacher-generated assessments
Feb 15	Analyze the growth of the students from the fall assessments to the most	Scores as measured by various reading assessments including STAR SS, TCA, and teacher-generated assessments
Apr 15	Attendance at Bloomfield Teacher Academy classes and other PD online	Attendance sheets and staff feedback.
Jul 1	To increase student proficiency and close the achievement gap in ELA via effective instruction.	Scores as measured by various reading assessments including STAR SS, TCA, and teacher-generated assessments

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Attendance in Bloomfield Teacher Academy classes and other professional development opportunities	9/6/21	6/23/22	Principal, Instructional Staff, and Non-intructional Staff
2	2	In PLC's, staff will use data to inform instructional plans as well as create and utilize group norms and questions to guide those conversations. Data will be used to inform instructional plans and differentiation techniques.	9/8/21	6/23/22	Principal, Instructional Staff, and Non-intructional Staff
3	3	Implementation of Reader's and Writer's Workshop model, small group instruction and intervention, extended day activities for learners, and family nights.	9/8/21	6/23/22	Principal, Instructional Staff, and Non-intructional Staff

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Interventionist ELA	INSTRUCTION - Personnel Services - Salaries / 100-100	$20,000	Federal Title I (Intervention Reserve)
3	Family Literacy Night	INSTRUCTION - Personnel Services - Salaries / 100-100	$700	SIA
3	Materials for Family Nights	INSTRUCTION - Supplies & Materials / 100-600	$700	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	PD Materials to increase student achievment	SUPPORT SERVICES - Other Purchased Services / 200-500	$500	SIA

SMART Goal 2

To increase student proficiency and close the achievement gap in Mathematics

Priority Performance   Math winter benchmark assessment showed that about 45% of the students in grades 1 - 6 were at/above benchmark.

Strategy 1:   Attendance at Bloomfield Teacher's Academy and other professional development

Strategy 2:   Utilization of inclusion model and differentiation techniques, small group instruction, and intervention, extended day activities for learners, and family nights.

Strategy 3:   In PLCs, staff will use data to inform instructional plans as well as create and utilize group norms and questions to guide those conversations. Data will be used to inform instructional and differentiation techniques.

Target Population: All subgroups

Interim Goals
SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Analyze data after the initial screening to understand baseline data	Scores as measured by various reading assessments including STAR SS, TCA, and teacher-generated assessments
Feb 15	Analyze the growth of the students from fall to the most recent assessment	Scores as measured by various reading assessments including STAR SS, TCA, and teacher-generated assessments
Apr 15	Attendance to Bloomfield Teacher Academy classes and other PD opportunities	Attendance sheets and staff feedback.
Jul 1	To increase student proficiency and close the achievement gap in Mathematics	Scores as measured by various reading assessments including STAR SS, TCA, and teacher-generated assessments

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Encouraging attendance in Bloomfield Teacher Academy classes and other professional development opportunities which focus on math instruction, strategies, and teachniques.	9/8/21	6/23/22	Principal, Instructional Staff, District Administration, and District Staff
2	2	Utilization of inclusion model and differentiation techniques, small group instruction and intervention, extended day activties for learners, and family nights.	9/8/21	6/23/22	Principal, Instructional Staff, District Administration, and District Staff
3	3	In PLC's, staff will use data to inform instructional plans as well as create and utilize group norms and questions to guide those conversations. Data will be used to inform instructional plans and differentiation techniques.	9/8/21	6/23/22	Principal, Instructional Staff, District Administration, and District Staff

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Interventionists	INSTRUCTION - Personnel Services - Salaries / 100-100	$30,000	Federal Title I (Intervention Reserve)
3	PLC Academy	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$5,000	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Family Math Night	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$700	SIA
1	PD materials to increase student achievement	SUPPORT SERVICES - Other Purchased Services / 200-500	$500	SIA
2	Materials for family nights	SUPPORT SERVICES - Supplies & Materials / 200-600	$500	SIA

SMART Goal 3

TO increase parental involvement and enhance the positive climate and culture already developed.

Priority Performance   Lack of parental involvement in school-related activities. Students lack the social and emotional skills needed to deal with difficulties they encounter.

Strategy 1:   Family involvement opportunities and invitations to parents to participate in classroom activities and extended day programs.

Strategy 2:   Provide social group opportunities and more referrals for individual counseling.

Strategy 3:   Social and emotional classroom lessons, assemblies, implementations of PBSIS, and PD for teachers.

Target Population: All subgroups

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	analyze attendance data from Back to School Night	Sign in sheet
Feb 15	analyze discipline log noting types of referrals, students, and grade levels	referral log
Apr 15	review attendance from Home and School meetings to date	Sign-in sheets
Jul 1	TO increase parental involvement and enhance the positive climate and culture already developed.	Sign-in sheets and referral logs

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Familit involvement activties and invitations to parents/guardians to participate in building and classroom activities	9/8/21	6/23/22	Building administration, staff, and parents/guardians
2	2	Provide social group opportunities and more referrals for indiviual counseling	9/8/21	6/23/22	Building administration, staff, and school counselor
3	3	Social and emotional classroom lessons, assemblies, and PD for teachers	9/8/21	6/23/22	District administration, building administration, staff, school counselor

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Home and School Liasion	INSTRUCTION - Personnel Services - Salaries / 100-100	$1,500	SIA
1	Extended day or family nights	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$4,000	SIA
1	Assembliles, PD or family workshops with SEL theme	SUPPORT SERVICES - Other Purchased Services / 200-500	$2,500	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Student organizers	SUPPORT SERVICES - Supplies & Materials / 200-600	$2,500	SIA

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals
SMART Goal 4

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

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

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	$50,000	$0	$0	$0	$0	$2,200	$0	$52,200
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	$700	$0	$700
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$50,000	$0	$0	$0	$0	$2,900	$0	$52,900
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$9,700	$0	$9,700
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

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SUPPORT SERVICES	Other Purchased Services	200-500	$0	$0	$0	$0	$0	$0	$3,500	$0	$3,500
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	$3,000	$0	$3,000
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	$16,200	$0	$16,200
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

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Total Cost			$0	$50,000	$0	$0	$0	$0	$19,100	$0	$69,100

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	$50,000	$0	$0	$50,000
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$50,000	$0	$0	$50,000

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.	
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.	
x		Effective Instruction
x		Effective Instruction
x		Climate and Culture, including Social and Emotional Learning
x		No option for the fourth SMART Goal was selected on the Root Cause page.
x	For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.	
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed By: Dr. Gina Rosamilia

Title: Principal

Date: 07/12/2021

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.

Certified By: Joanne Decker

Title: Director of Student Achievement

Date: 07/12/2021

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: 07/12/2021