Atlantic City High School

District:	ATLANTIC CITY	School Identification:	Targeted Support
County:	ATLANTIC	Targeted Subgroup	Black or African American
Team:	South	CDS:	010110010

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	Dr. La'Quetta Small	Yes	No	Yes		
Assistant Principal	Jason Grimes	Yes	No	Yes		
Assistant Principal	Dr. Sheree Alexander	Yes	No	No		
Assistant Principal	Constance Days-Chapman	Yes	No	No		
Assistant Principal	Kendall Williams	Yes	No	No		
Teacher	Colleen McVey	Yes	Yes	Yes		
Teacher	Kim Rowe	Yes	Yes	Yes		
Teacher	Marie Field	Yes	No	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Teacher	Keith Gradziel	Yes	No	Yes		
Teacher	Kendall Ingrum	Yes	No	Yes		
Teacher	Jennifer Lockhart-Mchugh	Yes	No	Yes		
Teacher	Kate McCabe	Yes	No	Yes		
Teacher	Mark Deebold	Yes	No	Yes		
Parent	Michael Miltenberger	Yes	No	No		
Nurse	Christie Feehan	Yes	No	No		
Paraprofessional	John Bates	Yes	No	No		
Student	Rosie Miltenberger	Yes	No	No		
Student	Sienna Calhoun	Yes	No	No		
Teacher	Charles Flud	Yes	No	Yes		
Teacher	Cornelius O'Brien	Yes	No	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/19/2021	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
01/24/2022	Progress Monitoring	Yes	Yes
04/23/2021	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
10/04/2021	Progress Monitoring,Prior Year Evaluation	Yes	Yes
04/26/2021	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	Yes	Yes
10/25/2021	Progress Monitoring	Yes	Yes
11/08/2021	Progress Monitoring	Yes	Yes
05/03/2021	Smart Goal Development	Yes	Yes
11/22/2021	Progress Monitoring	Yes	Yes
05/10/2021	Smart Goal Development	Yes	Yes
05/17/2021	Smart Goal Development	Yes	Yes
12/20/2021	Progress Monitoring	Yes	Yes

Date	Topic	Agenda Uploaded	Minutes Uploaded
01/10/2022	Progress Monitoring	Yes	Yes
05/24/2021	Smart Goal Development	Yes	Yes
06/01/2021	Smart Goal Development	Yes	Yes
02/14/2022	Progress Monitoring	Yes	Yes
06/07/2021	Smart Goal Development	Yes	Yes
02/28/2022	Progress Monitoring	Yes	Yes
03/07/2022	Progress Monitoring	Yes	Yes
03/21/2022	Progress Monitoring	No	No

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)
BEST tutoring program- runs from October to June, 2:40-3:30 pm/ Monday, Wednesday, and Thursday (3 hours per week). 20 teachers at an hourly rate of 45.87/hr	SMART goal 1, SMART goal 2, SMART goal 4	Hispanic, African American, Economically Disadvantag	Yes	Yes	Yes	Review and analysis of student portfolios, satisfaction survey, attendance, and PowerSchool grades
PLC meetings/ Planning/ Data Analysis/ Curriculum and benchmark revisions	SMART goal 1, SMART goal 2	All ACHS content and special education departments	Yes	Yes	Yes	Analysis of formative assessments, alignment of formative assessments to reflect the curriculum pacing maps, analysis of MAP Data by content area
Technology Integration for 21st century skills	SMART goal 1, SMART goal 2	All ACHS content and special education departments	Yes	Yes	Yes	HEAT walkthroughs, student achievement grades by content area, 100% accessibility of technology for all content and special education classes

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)
EdOptions Academy (Edmentum)	SMART goal 4	All ACHS content and special education departments	Yes	Yes	Yes	In 2019- 31 Classes Recovered through Credit Recovery
Academic Interventions	SMART goal 1, SMART goal 2	Student who are identified by the GRIT as at-risk of not	Yes	Yes	Yes	Review and analysis of student transcripts, SIS data, NJSMART data, credit restoration by class/credit
NJSLA/ NJDOE Appeal Portfolio Instructional Program	SMART goal 4	Students who are identified by the testing coordinator	Yes	Yes	Yes	Number of appeal approvals by the NJDOE, number of students graduating on time and fulfilling testing graduation requirement. In 2019- 99 portfolios were approved. Due to co-vid in 2020 and 2021- portfolios were temporarily suspended
PSAT day/ administration to the student population	SMART goal 1, SMART goal 2, SMART goal 3, SMART goal 4	grades 9-11	Yes	Yes	Yes	Analysis of student testing data, NJSMART data, and number of students fulfilling state testing graduation requirement

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 and System 44	SMART goal 1, SMART goal 4	Students who are identified as being below grade level	Yes	Yes	Yes	Analysis of student progress and increase in reading levels across grade levels; a quantitative data analysis shows the positive impact of the READ 180/System 44 interventions on adolescent struggling readers by returning to the basics of reading: decoding, fluency, building vocabulary, and direct instruction of comprehension strategies. Some students began these interventions with 3-5 years below grade-level reading and showed significant growth gains from to 1-3 grade level reading improvements. Other positive improvements were reported for mostly African-American males who are most at-risk for dropping out. Read 180/System 44 provided a technological, research-based, data-driven interventions platform that allowed for informed decisions for advancing the achievement growth of diverse adolescent struggling readers.

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**	*Due to the outbreak of COVID 19, the NJSLA proficiency test was not given to students in 2020. The prepopulated data was taken from 2018-19 school year.	Academic achievement and target proficiency levels in NJSLA assessments were not met school wide in ELA, except for the Asian student population Academic Achievement and target proficiency levels in NJSLA assessments were met school wide in Math, except for the African American, economically disadvantaged and Students with Disabilities student population
		Schoolwide	25.4%	11%	*	39%	*		
		White	48.1%	19.4%	*	*	16%		
		Hispanic	13.6%	*	*	23%	*		
		Black or African American	*	*	*	*	*		
		Asian, Native Hawaiian, or Pacific Islander	55.3%	32.3%	18%	58%	*		
		American Indian or Alaska Native							
		Two or More Races	*	*	*	*	*		
		Female	32.3%	10.4%	*	38%	*		
		Male	19.5%	11.7%	*	40%	*		
		Economically Disadvantaged Students	*	*	*	34%	*		
		Non-Economically Disadvantaged Students	*	*	*	55%	*		
		Students with Disabilities	*	*	*	*	*		
		Students without Disabilities	*	*	*	*	*		
		English Learners	*	*	*	*	*		
		Non-English Learners	*	*	*	*	*		
		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				*Due to the outbreak of COVID 19, the NJSLA proficiency test was not given to students in 2020. The prepopulated data was taken from 2018-19 school year.	Academic achievement and target proficiency levels in NJSLA assessments were not met school wide in Science
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide			19%		
		White			38%		
		Hispanic			4%		
		Black or African			6%		
		Asian, Native			38%		
		American Indian or					
		Two or More Races					
		Female			17%		
		Male			21%		
		Economically			15%		
		Non-Economical			30%		
		Students with					

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					
		English Learners			0%		
		Non-English			21%		
		Homeless Students					
		Students in Foster Care			*		
		Military-Connected			*		
		Migrant Students			*		

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	N/A	No SGP reporting for Atlantic City High School
		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					Due to poor participation from remote instruction due to COVID and the implementation of the MAP test, the benchmark participation rate was not reflective of previous years participation rates.	The ACHS Mathematics, and English departments are using NWEA MAP growth testing for the 2020-2021 school year. Social Studies, Foreign Languages, Science and Physical Education all have benchmark assessments in use for the 20-21 school year.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	59%	0%	0%		
		10	0%	45.9%	0%	0%		
		11	0%	60.9%	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%	64.1%	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%	43.1%	44.7%	41.3%		

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%	44.5%	52.2%	49.3%		
		11	0%	55.9%	66.2%	54%		
		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	Due to poor participation due to remote instruction from COVID and the implementation of the MAP test, the benchmark did not create valid usable data. There is no valid data that is reflective of student achievement for the third cycle, as the MAP test was administered as a baseline in this cycle. The fourth cycle data reports were also not generated for the MAP testing at the school level as we are still piloting the testing and did not participate in the recommended 3 administrations of MAP test.	The 20-21 school year was the fourth year of PLC implementation where team leaders and content teachers met to set department goals, based on school SMART goals, and analyze and discuss student proficiency levels for each benchmark assessment administration. The district decided to implement a new growth measurement tool (NWEA MAP testing), therefore benchmark data collection was suspended midyear. Academic interventions, content area needs, student needs, and review of methods to address standards that reflected low proficiency levels were also discussed and recorded by content area PLCs and team leaders.
		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%	67.2%	0%	0%		
		10	0%	71.4%	0%	0%		
		11	0%	74.7%	0%	0%		
		12	0%	66.7%	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	Due to poor participation due to remote instruction from COVID and the implementation of the MAP test, the benchmark did not create valid usable data. There is no valid data that is reflective of student achievement for the third cycle, as the MAP test was administered as a baseline in this cycle. The fourth cycle data reports were also not generated for the MAP testing at the school level as we are still piloting the testing and did not participate in the recommended 3 administrations of MAP test.	The 20-21 school year was the fourth year of PLC implementation where team leaders and content teachers met to set department goals, based on school SMART goals, and analyze and discuss student proficiency levels for each benchmark assessment administration. The district decided to implement a new growth measurement tool (NWEA MAP testing), therefore benchmark data collection was suspended midyear. Academic interventions, content area needs, student needs, and review of methods to address standards that reflected low proficiency levels were also discussed and recorded by content area PLCs and team leaders.
		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%	27%	62.1%	21%		
		10	0%	30%	24.5%	25%		
		11	0%	49%	33.3%	39.7%		
		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	29.3%	The ELL proficiency test performance data on students taking the ACCESS for ELLs is not available on the ACHS school report card. The participation includes students new to the district. Due to COVID, the participation rate of the test was very low.	The ESL department continues to improve and make strides as a NJDOE Model Program for ELLs. The students are progressing and gradually meeting language targets.

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	1762	The enrollment from 2019-2020 to 2020-2021 increased from 1749 to 1762 students.	There is an overall decreasing trend in enrollment throughout the school year as the challenges in the working conditions of families in Atlantic County continue and options of school choice. Hispanic and Asian subgroup enrollment is increasing every year.
		Subgroup 1 YTD Student Enrollment Average	502		
		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	83.97%	The average attendance from 2019-2020 to 2020-2021 decreased from 90.72% to 83.97%.	The student body of ACHS is a diverse group of people who are very transient. Many students return to their home countries and then back to school with a loss in instructional time. The economically disadvantaged population has varying reasons for absenteeism as a group. The family dynamics is one that may need the teenager in the family to assist with child care and/or work. As a result, the family may not encourage school attendance. Students express that seasonal illness, weather, and missing the morning bus to school are the primary reasons they are absent from school. Due to Co-vid, data results are skewed.
		Subgroup 1 YTD Student	75.92%		
		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	40.73%	Due to COVID-19, the chronic absenteeism rate was not calculated at the end of 2019-2020 school year so there is no data to compare.	The targets for all student subgroups were not met except for the Asian student population on the ESSA accountability plan. The chronic absenteeism rate for the school reflects that freshmen and seniors are the most at risk population. Due to co-vid, results are skewed.
		Subgroup 1 YTD Chronic	50.50%		
		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	97.69%	The staff attendance rate from 2019-2020 to 2020-2021 increased at a rate of 94.60% to 97.69%.	ACHS has experienced a slight decrease in staff absenteeism. Chronic absenteeism is addressed on a case by case basis and frequently involves the Family Medical Leave Act and extended medical leaves.

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	0.10%	The student safety data system, HIB and substance abuse offenses for ACHS is as follows. * Violence incidences * Vandalism incidences * substance incidences * HIB incidences	Students are monitored and sent to alternative settings, or referred to the Teen Center as necessary. Special Education student conflicts are dealt with on a case by case basis and are referred to the CST for proper consequences in conjunction with the students VP. Issues involving student conflicts are dealt with through meditations and referrals to SAC or Teen Center interventions. Due to co-vid, results are skewed.
		Student Suspension YTD Average - In School for Subgroup 1	0.60%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.24%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.45%		
		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	Domain	ES	MS/HS	Parents	Staff	The results of the climate and culture survey are skewed due to COVID. Staff were in school all year, so their participation is significantly higher than parents and high school students.	The results of the teacher, parent and student surveys reflect that the school leadership team needs to find more effective ways to communicate data and the school's SMART goals into daily classroom practice. In addition, teachers need to allotted more time to collaborate in their PLC's on the development of PLC goals and on the analysis of formative and summative assessment data per content area. Based on the surveys, the school leadership teams need to continue to seek ways to improve the cleanliness of the building and provide systems in place that will ensure a safe learning environment. The parent's main need and concern is students safety.
		Participation	0	32	0.02	75		

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	Due to COVID, the data was prepopulated from the 2018-2019 school year. NJDOE portfolio was not administered, credit recovery and BEST tutoring began in February.	Credit Recovery, NJDOE Portfolio, BEST Tutoring all programs used to help with graduation rate were limited in the past few years due to pandemic.

All programs will be at full functioning capacity in 2021-2022. |
		Schoolwide	87.1%	80.7%		
		White	92.8%	91%		
		Hispanic	84.6%	75%		
		Black or African American	82%	71.4%		
		Asian, Native Hawaiian, or Pacific Islander	94.1%	97.2%		
		American Indian or Alaska Native	*	*		
		Two or More Races	*	*		
		Economically Disadvantaged Students	84.7%	81.3%		
		Students with Disabilities	84.4%	77.5%		
		English Learners	78.3%	76%		
		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.	Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu	Due to COVID, data was pulled from the 2018-2019 report card.	Credit Recovery, NJDOE Portfolio, BEST Tutoring all programs used to help with graduation rate were limited in the past few years due to pandemic.

All programs will be at full functioning capacity in 2021-2022. |
		Statewide	59.1	41.9	58.1	88.1	11.9	81.9	18.1		
		White	74.3	25.5	74.5	80	20	65.5	34.5		
		Hispanic	49.1	70.2	29.8	96.4	3.6	91.7	8.3		
		Black or African American	41.6	40.4	59.6	84.6	15.4	84.6	15.4		
		Asian, Native Hawaiian, or Pacific Islander	86.6	25	75	86.9	13.1	81	19		
		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 Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Two or More Races	*	*	*	*	*	*	*		
		Economically Disadvantaged Students	56.3	45.3	54.7	91	9	88.1	11.9		
		Students with Disabilities	32.1	65.4	34.6	80.8	19.2	80.8	19.2		
		English Learners	41.7	90	10	100	0	80	20		

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	Due to COVID, the PSAT was not administered in the 2020-2021 school year.	Were were unable to administer the PSAT and the School Day SAT due to Covid restrictions.
		Participating in PSAT	91		
		Participating in SAT	62.6		
		Participating in ACT	11.7		
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	387	Due the COVID, there was no NJSLA test given in the 2020-2021 school year. It will be administered in fall 2021.	Participation was not counted in 2020 or 2021 due to postponement of test.
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	375		
		% 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 Teacher Evaluation Instrument	Six teachers are currently on a Corrective Action Plan.	Teachers were observed via Go Guardian or in-person when possible. Some choose to do a portfolio observation as well. This allowed for observations to be completed whenever possible.
		Observation Waiver?	No		
		# Teachers to Evaluate	148		
		# Non-tenure teachers (years 1 & 2)	11		
		# Non-tenure teachers (years 3 & 4)	12		
		# Teachers on CAP	6		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	348		
		# Completed	344		
		# Highly Effective	45		
		# Effective	288		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
		Observations	Total		
		# Partially Effective	7		
		# Ineffective	4		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent Resource Center	Parents are informed of events through out the community and are invited to get involved in their child's education	PAC meetings, community events, education opportunities	n/a
Atlanticare Teen Center	Wellness programs available to schools- students and families	Teen Center	n/a
ACCC Community Involvement Classes	Students are offered college credits at ACCC	4 classes total	n/a
Stockton Dual Credit Courses	Students are offered college credit to Stockton University	6 classes total	n/a

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	As an organization, we are working together within our PLCs by departments to align our units of study with SLOs. We have become more effective at utilizing data to target individual student growth, unpack standards to promote more effective instruction, and align content with our curriculum. We are also emerging in integrating Career Readiness Practices by content area.	Teachers need more time to meet with their respective content area PLCs and PD hours in order to learn how to effectively use data to identify and address individual student needs and address students who are not mastering content standards and find ways to provide appropriate interventions. Teachers need to communicate more often with parents and guidance counselors of students who are struggling (at risk) in their classrooms and make recommendations for interventions and provide incentives for students to attend tutoring. Furthermore, teachers need to better design lessons focusing on more student-centered learning, cooperative learning activities and integration of technology. Teachers are in need of additional adaptive software in order to meet the needs of all learners attending Atlantic City High School.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	2-Emerging		
	5	A	2-Emerging		
Assessment	1	A	3-Developing	As an organization, we are consistently using formative and summative assessments to monitor student progress. We give feedback to our students based on both formative and summative assessments in order to drive instruction across all content areas.	School leaders have to better communicate and coordinate with district leaders in terms of monitoring spending and build more professional capacity, family engagement, and the overall operational aspect of the school. Major school building plant improvements are in the development stage to improve the physical appearance of the school, the technological needs of the school and school safety.
	2	A	3-Developing		
	3	A	2-Emerging		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A	3-Developing	Within our organization, clear expectations for student behavior are established from the beginning of the school year as well as disciplinary consequences consistently applied within the building. The majority of interactions among students and adults are marked by respect; students experience minimal teasing, bullying or exclusion and are taught what to do in situations of normal conflict and bullying. Tolerance for diversity and differences is taught in classes as well as in the physical presence of messages of tolerance and respect throughout the building and in announcements. There is a sense of community and belonging on the part of both students and staff supported by celebrations of school spirit in which students regularly take on leadership roles. Most students are engaged in extra-curricular, service learning or community related activities. The school has a physical environment that is conducive to learning as well as the safety and protection of all stakeholders who enter it. School and classroom rules as well as consequences are clear, aligned and communicated to all stakeholders. We have established, and we access the effectiveness of, PIA to address specific school climate goals. Our mission as an organization is built on shared values and beliefs that contains references to the components of school climate. Adult relationships are continuing to improve through effective school leadership and the PLC process; relationships are generally harmonious and collegial. We have collaboratively developed a set of	The results of stakeholder surveys needs to be shared more effectively with the faculty, staff, and parents. The leadership team needs to find more effective ways to communicate data and the school's goals into daily classroom practice. In addition, teachers need to be allotted more time to work within their PLCs on the analysis of formative and benchmark data and goal setting by content area based on the school's SMART goals.
	2	A	2-Emerging		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
		expectations for professional behavior, to which all stakeholders are accountable. Formal leaders provide opportunities for teachers to demonstrate leadership by encouraging teachers to take on both formal and informal leadership roles. A needs assessment process is used to identify areas of concern as our leadership works collaboratively with stakeholders to identify possible solutions especially as new programs and initiatives are introduced. We collect data related to school climate and analyze the data collaboratively to drive yearly school climate plan development. We develop a yearly school climate plan that includes specific goals based on the analysis of school climate data.	

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	As an organization, teachers and administrative leaders are evaluated using research-based frameworks; administrative leaders are sufficiently trained in order to use evaluation to improve teacher performance. Ongoing professional discussion and collaboration utilize a common language in order to develop an organizational awareness of effective teaching and leading practices. Teachers and administrative leaders use feedback from observations to encourage growth and development of teachers as content leaders.	Technology improvements, structured learning experiences, and technology integration in daily lessons is a major focus at the schoolwide level to better prepare the students for 21st century learning, inclusive of the ELL, CTE, and special education students. The procedures, protocols, and SIS for tracking student attendance, graduation requirements, NJSMART data and student academic progress need to be revised and modified based on the current needs identified by the administration and guidance department. Student incentives and supplemental students services need to be implemented as a vehicle to achieve our SMART goals. The school leadership needs to improve communication with the department PLCs and provide teachers with more time to meet and collaborate. The PLC model was implemented this year and more PD is needed in the areas of PLC collaboration, data analysis to drive instruction, and behavioral interventions to improve classroom management. Staff members need additional PD in the areas of social and emotional learning and student trauma.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	2-Emerging		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	Over the past year, we have spent more time during professional development understanding and developing an understanding to the teacher evaluation system. Due to covid, SGO's were not in place during the last school year, however with them being implemented again, we need to give professional development to staff to align SGOs with SLOs.	Professional development on SGO's and aligning them to student learning objectives is necessary.

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?)

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	At-risk students are not demonstrating at-grade level RIT scores on the English NWEA MAP test as well as benchmarks in other disciplines that utilize verbal literacy. ELA targets and targets across all disciplines for the school were not met based on the school report card and NJSLA scores in ELA as an indicator of overall verbal literacy growth. All teachers-- ELA focally but across all disciplines taught at the high school--need to focus on greater collaboration within their PLCs by incorporating multiple measures of data, including the use of diagnostic, formative and summative assessment data to differentiate instruction, meet the needs of individual at-risk students, and design lessons that fit the needs of all learners in order to address literacy growth in all subjects taught. An intervention plan needs to be designed and implemented to meet the needs of students who are one or more years behind in ELA, to be evaluated as an indicator of overall mastery of ELA verbal skills, which are essential to the mastery of all other academic disciplines. This plan has to be monitored more closely and evaluated for its efficacy based on the defined student learning	Teachers need to be allotted more time and PD in order to modify, implement, and analyze data, as well as identify students who are not mastering the standards. Teachers need time and support to develop appropriate interventions and incorporate instructional strategies collaboratively to address the needs of these students. Not enough resources are available in the local community to provide assistance for environmental factors affecting students. Teachers also need to establish classroom practices and a classroom climate that is conducive to student success by approaching student learning through an awareness of students' social and emotional needs. A lack of providing qualified and certified teachers to replace long-term leave staff. Hiring for open positions and midyear retirements need to be aggressively pursued.	Hispanic, African American, ELL, Special Education, Economically Disadvantaged	1	PLCs will continue to meet bimonthly to analyze benchmark data and implement strategies and interventions that meet the needs of student who are not proficient in the ELA NJSLS standards. Initiate cross-curricular PLC's monthly.
				2	The Curriculum Task Force and Teacher Leaders will analyze Ed Connect data in order to better align the benchmark assessments to reflect the curriculum pacing maps.

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?)
	objectives and ELA PLC goals based on the ACHS SMART goals. Additionally, literacy mastery should be addressed in PLC collaboration between all disciplines, particularly in allied across all disciplines.			3	Provide PD in the following areas: student-centered learning and engagement using updated technology (Chrome books and Google Doc/Suite/Classroom). The tools need to be replenished and updated to fit this need. PD in Social and Emotional Learning interventions will help to address the social and emotional aspects of all of our students. Chronic absenteeism will continue to be a focus ameliorated through individual teachers and administrative leaders working to improve school climate by incorporating SEL practices in instruction and classroom climate. Develop Programs for remote or satellite tutoring.

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	At-risk students are not demonstrating at-grade level RIT scores on the NWEA MAP test as well as benchmarks in other disciplines that utilize mathematics. Math targets and targets across all disciplines for the school were not met based on the school report card and NJSLA scores in Math as an indicator of overall growth. All teachers--Math focally but across all disciplines taught at the high school--need to focus on greater collaboration within their PLCs by incorporating multiple measures of data, including the use of diagnostic, formative and summative assessment data to differentiate instruction, meet the needs of individual at-risk students, and design lessons that fit the needs of all learners in order to address math growth in all subjects taught. An intervention plan needs to be designed and implemented to meet the needs of students who are one or more years behind in Math, to be evaluated as an indicator of overall mastery of Math skills, which are essential to the mastery of all other academic disciplines. This plan has to be monitored more closely and evaluated for its efficacy based on the defined student learning objectives and Math PLC	Teachers need to be allotted more time and PD in order to modify, implement, and analyze data, as well as identify students who are not mastering the standards. Teachers need time and support to develop appropriate interventions and incorporate instructional strategies collaboratively to address the needs of these students. Not enough resources are available in the local community to provide assistance for environmental factors affecting students. Teachers also need to establish classroom practices and a classroom climate that is conducive to student success by approaching student learning through an awareness of students' social and emotional needs. A lack of providing qualified and certified teachers to replace long-term leave staff. Hiring for open positions and midyear retirements need to be aggressively pursued.	Hispanic, African American, ELL, Special Education, Economically Disadvantaged	1	PLCs will continue to meet bimonthly to analyze benchmark data and implement strategies and interventions that meet the needs of student who are not proficient in the Math NJSLS standards. Initiate cross-curricular PLC's monthly.
				2	The Curriculum Task Force and Teacher Leaders will analyze Ed Connect data in order to better align the benchmark assessments to reflect the curriculum pacing maps.

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?)
	goals based on the ACHS SMART goals. Additionally, mastery should be addressed in PLC collaboration between all disciplines, particularly in allied across all disciplines.			3	Provide PD in the following areas: student-centered learning and engagement using updated technology (Chrome books and Google Doc/Suite/Classroom). The tools need to be replenished and updated to fit this need. PD in Social and Emotional Learning interventions will help to address the social and emotional aspects of all of our students. Chronic absenteeism will continue to be a focus ameliorated through individual teachers and administrative leaders working to improve school climate by incorporating SEL practices in instruction and classroom climate. Develop Programs for remote or satellite tutoring.

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	According to our needs assessment, the addition of Social emotional learning to the curriculum will highlight self-awareness, self-management, social awareness, relationship skills and responsible decision making. An intervention plan will be created based on monitoring attendance and incorporating SEL into the curriculum. Surveys throughout the year will track progress for the 2021-2022 school year.	Inconsistently tracking, monitoring, and addressing students who have the highest rates of being chronically absent and developing a protocol for interventions on a individual basis is an identified cause. Additionally, lack of communication between the school administration, teachers, and guidance counselors to address chronically absent students is an aspect needing to be addressed. The High School suspension rates are high due to ongoing student social, community, and emotional issues both in and out of school. Lack of adequate access and maintenance of social emotional alternative educational program. A lack of providing qualified and certified teachers to replace long term leave staff. Hiring for open positions and mid- year retirements need to be aggressively pursued.	All student groups	1	The School Attendance Committee will create and closely monitor the attendance procedures/system, student attendance, and address students who are identified as being chronically absent. Add a social emotional development alternative educational program for at-risk students.
				2	The School Attendance Committee will develop and implement a system of interventions to address chronically absent students including a system of recognition, mentoring buddy program, attendance campaign kick off event, and incentives. The School Attendance Committee and homeroom teachers will contact and engage families of chronically absent students and offer supports and incentives to keep students in school.

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?)	
				3	Provide PD in Social and Emotional Learning interventions will help to address the social and emotional aspects of all of our students. SEL strategies can also help to improve school climate, encourage attendance, and improve student academic performance. Chronic absenteeism can be ameliorated through individual teachers and administrative leaders working to improve school climate by incorporating SEL practices in instruction and classroom climate.

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	According to our needs assessment, the school has a coding and student graduation tracking procedure weakness in consistently tracking, monitoring, and addressing students who are at risk of not graduating on time and developing a system of supports in the areas of academic, behavioral, social-emotional and alternative interventions for these students. Many at-risk students find themselves dropping out because of their behavior, suspensions, lack of parental involvement in school, their home and work responsibilities, chronic absenteeism issues, and course failures during their freshmen and sophomore years. Additionally, there is a lack of alternative education.	The school has a coding and student graduation tracking procedure weakness in consistently tracking, monitoring, and addressing students who are at risk of not graduating on time and developing a system of supports in the areas of academic, behavioral, social-emotional and alternative interventions for these students. Many at risk students find themselves dropping out because of their behavior, suspensions, lack of parental involvement in school, their home and work responsibilities, chronic absenteeism issues, and course failures during their freshmen and sophomore years. Students feel there is no other alternative ways to successfully complete their education. A lack of providing qualified and certified teachers to replace long-term leave staff. Hiring for open positions and midyear retirements need to be aggressively pursued.	Hispanic, African American, ELL, Special Education, Economically Disadvantaged	1	GRIT committee will focus on implementing an effective system of identifying,monitoring, tracking, and addressing students who are at risk of not graduating within their 4 year cohort.
				2	Provide alternative programs, academic/behavioral interventions, credit restoration, and alternative testing opportunities for students who are identified as at risk of not graduating within their 4 year cohort. Develop programs , partnerships, and structured learning experiences with local higher education institutions and community organizations that will help to address 21st century skills learning and college and career readiness 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?)
				3	Provide PD in the following areas: student-centered learning and engagement using updated technology (Chrome books and Google Doc/Suite/Classroom). The tools need to be replenished and updated to fit this need. PD in Social and Emotional Learning interventions will help to address the social and emotional aspects of all of our students in order to promote self-regulation of emotions, teach resilience, handle stress, make positive decisions, and develop the necessary interpersonal skills needed to be successful in a college or career in the 21st century. SEL strategies can also help to improve graduation rate, encourage attendance, and improve student academic performance. Chronic absenteeism can be ameliorated through individual teachers and administrative leaders working to improve school climate by incorporating SEL practices in instruction and classroom climate. Develop Programs for remote or satellite tutoring.

SMART Goal 1

Using the NWEA MAP Growth Reading Assessments, 40% of the students will reach typical growth by June, 2022.

Priority Performance	At-risk students are not demonstrating at-grade level RIT scores on the English NWEA MAP test as well as benchmarks in other disciplines that utilize verbal literacy. ELA targets and targets across all disciplines for the school were not met based on the school report card and NJSLA scores in ELA as an indicator of overall verbal literacy growth. All teachers-- ELA focally but across all disciplines taught at the high school--need to focus on greater collaboration within their PLCs by incorporating multiple measures of data, including the use of diagnostic, formative and summative assessment data to differentiate instruction, meet the needs of individual at-risk students, and design lessons that fit the needs of all learners in order to address literacy growth in all subjects taught. An intervention plan needs to be designed and implemented to meet the needs of students who are one or more years behind in ELA, to be evaluated as an indicator of overall mastery of ELA verbal skills, which are essential to the mastery of all other academic disciplines. This plan has to be monitored more closely and evaluated for its efficacy based on the defined student learning objectives and ELA PLC goals based on the ACHS SMART goals. Additionally, literacy mastery should be addressed in PLC collaboration between all disciplines, particularly in allied across all disciplines.
Strategy 1:	PLCs will continue to meet bimonthly to analyze benchmark data and implement strategies and interventions that meet the needs of student who are not proficient in the ELA NJSLS standards. Initiate cross-curricular PLC's monthly.

Strategy 2:   The Curriculum Task Force and Teacher Leaders will analyze Ed Connect data in order to better align the benchmark assessments to reflect the curriculum pacing maps.

Strategy 3:   Provide PD in the following areas: student-centered learning and engagement using updated technology (Chrome books and Google Doc/Suite/Classroom). The tools need to be replenished and updated to fit this need. PD in Social and Emotional Learning interventions will help to address the social and emotional aspects of all of our students. Chronic absenteeism will continue to be a focus ameliorated through individual teachers and administrative leaders working to improve school climate by incorporating SEL practices in instruction and classroom climate.
Develop Programs for remote or satellite tutoring.

Target Population: Hispanic, African American, ELL, Special Education, Economically

Disadvantage
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Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Between September and October 2021, ELA teachers will be trained to utilize the curriculum written with measurable goals and aligned with the NJSLS. Staff will administer in the Start Strong State Testing with a goal of 85% participation.	State mandated Fall Start Strong testing will occur for this quarter Baseline MAP assessment administration
Feb 15	Between November 2021 and January 2022, 9-11 grade ELA teachers will utilize the curriculum written with measurable goals and aligned with the NJSLS. This represents the school's vision for continuous improvement monitoring of the progress made resulting in 40% of the students attaining a RIT score within 1 grade level.	MAP assessment administration
Apr 15:	Between January 2022 and March 2022, 9-11 ELA teachers will utilize the curriculum written with measurable goals and aligned with the NJSLS. This represents the school's vision for continuous improvement monitoring of the progress made resulting in 40% of the students reaching typical midyear growth.	MAP assessment administration
Jul 1	Using the NWEA MAP Growth Reading Assessments, 40% of the students will reach typical growth by June, 2022.	MAP assessment administration

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Align curricula to NJSLA as well as align common formative assessments in ELA with NJSLA performance-based components during the Summer Curriculum Task Force and PLC meetings. The data will be reviewed, and revisions will be made throughout the year including SIS data attendance record analysis.	7/1/21	6/30/22	Administrators, Teacher leaders, PLCs, Curriculum Task Force

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Teachers will consistently implement NJSLA-aligned formative assessments in ELA across grade levels.	9/1/21	6/30/22	Teachers, Teacher Leaders, Supervisors
3	1	Plan/monitor monthly PLC meetings to ensure common formative assessment data is analyzed resulting in data protocols that target instruction and interventions in the NJSLS in ELA and across all disciplines.	9/1/21	6/30/22	Administrators, Teacher Leaders
4	1	Data will be analyzed and utilized every 6-8 weeks by school leaders and PLCs to ensure that instructional practices and student learning objectives are delivered and assessed on a consistent basis in order to improve student proficiency levels in ELA.	9/1/21	6/30/22	Administrators, Teacher Leaders, PLCs
5	2	Implement BEST tutoring program by identifying academically at-risk students, using data provided by district assessments.	9/1/21	6/30/22	School leadership, Guidance, Teachers
6	2	At-risk students will be identified by the Graduation Rate Improvement Committee (GRIT) by September 1st and offered BEST tutoring to raise their achievement levels. Students will be identified by their probability of not graduating within their four-year cohort based on data generated by previous cohorts of failing students.	9/1/21	5/31/22	School leadership, Guidance, Teachers
7	1	Purchase technological resources to provide supplemental skillsbased practice for 21st century learning, and for the administration of school-based assessments and surveys.	9/1/21	6/30/22	School leadership team, Teachers
8	1	Implement supplemental software application/intervention programs for ELA	9/1/21	6/30/22	Teachers, Administrators
9	1	School Leadership Team will meet throughout the school year in order to implement, track, and record progress of SMART goals as outlined in the Annual School Plan. Two administrators will meet with team to engage in school improvement.	7/1/21	6/30/22	School Leadership Team
10	3	Provide professional development for student-centered learning, social and emotional learning and technology resources; MAPs training	7/1/21	6/30/22	School Leadership Team

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	Supplemental adaptive software/interventions	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$50,000	SIA Carryover
8	Renewal Licenses - Adaptive Software interventions	INSTRUCTION - Other Purchased Services / 100-500	$22,765	SIA
9	School leadership team (cont.)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$25,500	SIA
9	School Leadership Team (85 hours x $45.87 x 8 teachers + 85 hours x $67.50 x 2 administrators)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$20,000	SIA
9	FICA/School Leadership Team	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$3,481	SIA
10	Professional development for social and emotional learning, student engagement & MAPs training	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$10,000	SIA

SMART Goal 2

Using the NWEA MAP Growth Math Assessments, 40% of the students will reach typical growth by June, 2022.

Priority Performance

At-risk students are not
demonstrating at-grade level RIT scores on the NWEA MAP test as well as benchmarks in other disciplines that utilize mathematics. Math targets and
targets across all disciplines for the school were not met based on the school report card and NJSLA scores in Math as an indicator of overall growth. All teachers--Math focally but across all disciplines taught at the high school--need to focus on greater collaboration within their PLCs by incorporating multiple measures of data, including the use of diagnostic, formative and summative assessment data to differentiate instruction, meet the needs of individual at-risk students, and design lessons that fit the needs of all learners in order to address math growth in all subjects taught. An intervention plan needs to be designed and implemented to
meet the needs of students who are one or more years behind in Math, to be evaluated as an indicator of overall mastery of Math skills, which are essential to the mastery of all other academic disciplines. This plan has to be monitored more closely and evaluated for its efficacy based on the defined student learning objectives and Math PLC goals based on the ACHS SMART goals. Additionally, mastery should be addressed in PLC collaboration between all disciplines, particularly in allied across all disciplines.

Strategy 1:

PLCs will continue to meet bimonthly to analyze benchmark
data and implement strategies
and interventions that meet the
needs of student who are not
proficient in the Math NJSLS
standards.
Initiate cross-curricular PLC's
monthly.

Strategy 2:

The Curriculum Task Force and
Teacher Leaders will analyze Ed
Connect data in order to better
align the benchmark
assessments to reflect the
curriculum pacing maps.

Strategy 3:   Provide PD in the following
                          areas: student-centered learning
                          and engagement using updated
                          technology (Chrome books and
                          Google Doc/Suite/Classroom).
                          The tools need to be replenished
                          and updated to fit this need. PD
                          in Social and Emotional Learning
                          interventions will help to address
                          the social and emotional aspects
                          of all of our students. Chronic
                          absenteeism will continue to be
                          a focus ameliorated through
                          individual teachers and
                          administrative leaders working
                          to improve school climate by
                          incorporating SEL practices in
                          instruction and classroom
                          climate.
                          Develop Programs for remote or satellite tutoring.

Target Population: Hispanic,
                          African
                          American, ELL,
                          Special
                          Education,
                          Economically
                          Disadvantage
                          d

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Between the months of September and October 2021, Algebra 1, Geometry and Algebra 2 teachers will be trained to utilize curriculum with measurable goals. The goals that will be utilized are aligned with the NJSLS which represent and the staff will administer in the Start Strong State Testing with a goal of 85% participation.	State mandated Fall Start Strong testing will occur for this quarter.
Feb 15	Between the months of November 2021 and January 2022, Algebra 1, Geometry and Algebra 2 teachers will utilize curriculum with measurable goals. This represents the school's vision for continuous improvement monitoring of the progress made resulting in 40% of the students attaining a RIT score within 1 grade level.	Baseline MAP assessment administration
Apr 15:	Between the months of January 2022 and March 2022, Algebra 1, Geometry, Algebra 2 teachers will utilize curriculum with measurable goals. This represents the school's vision for continuous improvement monitoring of the progress made resulting in 40% of the students reaching typical midyear growth.	MAP assessment administration
Jul 1	Using the NWEA MAP Growth Math Assessments, 40% of the students will reach typical growth by June, 2022.	MAP assessment administration

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Align curricula to NJSLA and tightly align common formative assessments in the subject area with NJSLA components (performance based) during PLCs. The data will be analyzed and revisions made throughout the school year.	8/2/21	6/30/22	School Leadership Team, Teacher Leaders, Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	Teachers will consistently implement NJSLA aligned formative assessments in math across all grade levels and continue to utilize MAPs (NWEA) as an assessment	9/1/21	6/30/22	Teachers
3	1	Plan/monitor monthly PLC meetings to ensure common formative assessment data is analyzed resulting in data protocols that target instruction and interventions in the NJSLA in math and across all disciplines.	9/1/21	6/30/22	School Leadership Team, Teacher leaders, Teachers
4	1	Data will be analyzed and utilized every 6-8 weeks by school leaders and in PLCs to ensure that instructional practices and student learning objectives are delivered and assessed on a consistent basis in order to improve student proficiency levels in math.	9/1/21	6/30/22	School Leadership Team, Teacher Leaders, Teachers
5	2	Implement BEST tutoring for academically at risk students during the school year as indicated in assessment data and other qualitative data	9/1/21	5/31/22	School Leadership Team, Teachers
6	1	At-risk students will be identified by the GRIT committee by September 1st and offered BEST tutoring in order to raise their quantitative achievement level. Students will be identified by their probability of not graduating within their four year cohort based on data generated by previous cohorts of failing students.	8/2/21	5/31/22	School Leadership Team, Guidance, Teacher Leaders, Teachers
7	3	Purchase technology resources to provide supplemental instruction for 21st century learning and for the administration of school based assessments and surveys.	9/1/21	6/30/22	School Leadership Team, Teacher Leaders, Guidance
8	1	Implement interventions programs for struggling math students; NWEA MAPs assessment	9/1/21	6/30/22	Teachers
9	3	Provide professional development for student-centered learning, social and emotional learning and technology resources; MAPs training	9/1/21	6/30/22	School Leadership Team

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	Supplemental adaptive software/licenses	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$50,000	SIA Carryover
7	School Resources: Chromebooks, earbuds, iPad stylus	INSTRUCTION - Supplies & Materials / 100-600	$4,818	SIA
7	School resources and supplies	INSTRUCTION - Supplies & Materials / 100-600	$20,000	SIA Carryover
5	Admin/B.E.S.T. Tutoring	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$6,750	SIA
5	FICA/Admin B.E.S.T.	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$516	SIA
9	Professional development and Maps training	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$5,000	SIA
9	Professional development and MAPs training	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$5,000	SIA Carryover

SMART Goal 3

During the 2021-2022 school year, the students perception of the educational environment of Atlantic City High School, quantified in a self-monitoring survey showing an increase of student rating of at least 5%.

Priority Performance

According to our needs assessment, the addition of Social emotional learning to the curriculum will highlight self-awareness, self-management, social awareness, relationship skills and responsible decision making. An intervention plan will be created based on monitoring attendance and incorporating SEL into the curriculum. Surveys throughout the year will track progress for the 2021-2022 school year.

Strategy 1:

The School Attendance Committee will create and closely monitor the attendance procedures/system, student attendance, and address students who are identified as being chronically absent. Add a social emotional development alternative educational program for at-risk students.

Strategy 2:

The School Attendance Committee will develop and implement a system of interventions to address chronically absent students including a system of recognition, mentoring buddy program, attendance campaign kick off event, and incentives. The School Attendance Committee and homeroom teachers will contact and engage families of chronically absent students and offer supports and

incentives to keep students in
school.

Strategy 3:   Provide PD in Social and
                      Emotional Learning interventions
                      will help to address the social
                      and emotional aspects of all of
                      our students. SEL strategies can
                      also help to improve school
                      climate, encourage attendance,
                      and improve student academic
                      performance. Chronic
                      absenteeism can be ameliorated
                      through individual teachers and
                      administrative leaders working
                      to improve school climate by
                      incorporating SEL practices in
                      instruction and classroom
                      climate.

Target Population: All student
                      groups

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Between September and October 2021, 85% of students will complete a self-monitoring assessment of social emotional learning as baseline data.	Social Emotional Learning data survey
Feb 15	Between January and February 2022, 85% of students will complete a self-monitoring assessment of social emotional learning with positive growth of 2%.	Social Emotional Learning data survey

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Between March and April 2022, 80% students will complete a final self-monitoring assessment of social emotional learning with positive growth of 5%.	Social Emotional Learning data survey
Jul 1	During the 2021-2022 school year, the students perception of the educational environment of Atlantic City High School, quantified in a self-monitoring survey showing an increase of student rating of at least 5%.	Social Emotional Learning data survey

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	The school's Attendance PLC will meet in the summer and during the school year to identify chronically absent students and plan and implement systems of support for these students. The PLC will take lead in addressing this issue comprehensively within the school. Members will include, but not limited to, the Principal or designated VP, attendance secretary, truancy officers, parent liaison, guidance counselors, social workers, and teachers.	7/1/21	6/30/22	Principal, VP, Attendance PLC, Truancy, School Safety Coordinator
3	2	Supplies will be purchased to enhance climate and culture	7/1/21	6/30/22	Principal, VP, Attendance PLC, Teachers, Guidance
4	3	The Attendance PLC and school administration will schedule and implement an "attendance kick off" campaign and plan for the year long campaign effort that includes all stakeholders of the school community. The PLC will develop goals based on the ASP goals and develop a program to increase awareness on the importance of attendance in initial meetings and campaign with parents, students, and staff	7/1/21	6/30/22	Principal, VP, Attendance PLC, Guidance

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	1	Implement the Swipe System as the school's attendance improvement and monitoring system. The Principal and/or designee in conjunction with the Swipe system attendance team will closely monitor the daily attendance procedure and the Swipe system's data to ensure that student data is accurate and absence/tardy reporting is being followed and check for accuracy.	9/1/21	6/30/22	Principal, VP
5	3	The Attendance PLC and Guidance counselors will review and monitor each student's case, who have been identified as at risk for chronic absenteeism and implement interventions and systems of supports throughout the school year. Individual goals will be set for each student (attendance plan) and truancy will assist with parental contact and court follow up if necessary.	9/1/21	6/30/22	Principal, VP, Attendance PLC, Guidance, Truancy, School Safety Coordinator
7	2	Continue to establish an incentive program to improve chronic absenteeism and identify students who meet their goals (attendance plan) or are most improved in attendance and make them eligible for incentives in conjunction with the school's climate program. Viking Pride Celebrations and team building events will be held throughout the year.	9/1/21	6/30/22	Principal, VP, Attendance PLC, Guidance, Retainment and Outreach Committee
8	1	Establish early warning systems including "on track" and "off track" indicators; identify, classroom, school, and community data sources; monitor student attendance, academic and discipline daily; identify students at risk for chronic absenteeism and analyze patterns	9/1/21	6/30/22	Principal, VP, attendance monitors
9	3	Provide after school support that builds upon the Summer roll-out of Social and Emotional Learning classes to the incoming Freshmen. This after school program will meet on the same days the other programs meet. Vice Principals and SAC staff can identify a hot list of students who are either chronically absent or being written up for behavior frequently (or both) who may benefit from SEL approaches to support academic success and positive relationships in school.	9/1/21	6/30/22	Principal, VP, SAC staff, Guidance, SEL teacher

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
10	2	Provide after school support that builds upon the Summer roll-out of Social and Emotional Learning classes to the incoming Freshmen. Vice Principals, SAC staff and Guidance can identify a hot list of students who are either chronically absent or being written up for behavior frequently (or both) who may benefit from SEL approaches to support academic success and positive relationships in school. SEL can help with the problem of chronic absenteeism by helping students develop coping skills for dealing with stressors of teenage life in school.	9/1/21	6/30/22	Principal, VP, SAC staff, Guidance, SEL teacher
11	1	Learn techniques that will assist administration and staff with student who face adversity and impacted by trauma through by collaborating and planning in a SEL PLC committee	9/1/21	6/30/22	Administration, staff
12	2	Provide VPA and STEM programs after school as an incentive for students to come to school	9/1/21	6/30/22	Administration, staff
13	1	Provide cost-effective and comprehensive in-district clinical programs for high school students with emotional and behavioral challenges.	9/1/21	6/30/22	School administration, guidance, CST, staff
14	1	Staff will attend SEL at-risk and struggling students conference to learn strategies that focus on evidence-based programs that educators can use to prevent dropouts and help students experience success in schools. Gaining knowledge on strategies to address on going disciplinary problems, impulsive behavior, truancy issues, and students that have become frustrated or disengaged. Information will be turn-keyed to staff by attendees.	7/1/21	6/30/22	VPs, social worker, teachers, esl staff member
15	2	Provide an experiential social and emotional learning program for grades 9-12 and offer students an opportunity to teach self-awareness and empathy to improve school climate.	10/1/21	6/30/22	VPs, social worker, teachers, esl staff member

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Supplies and materials to improve school climate and culture: School spirit items, pants, water bottles, bags, shirts, hats, scarves, agenda books, notebooks, student furniture and other student supplies	INSTRUCTION - Supplies & Materials / 100-600	$77,500	SIA Carryover
3	Supplies and materials to improve school climate and culture: School spirit items, pants, water bottles, bags, shirts, hats, scarves, agenda books, notebooks, student furniture and other student supplies	INSTRUCTION - Supplies & Materials / 100-600	$2,987	SIA
6	Swipe system Attendance Team 11 teachers x 45.87 per day x 180 days	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$29,125	SIA Carryover
11	Social and Emotional Learning PLC	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$25,000	SIA Carryover
1	Attendance Team PLC	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$9,964	SIA
8	Attendance Team	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$56,001	SIA
6	Swipe system Attendance Team 11 teachers x 45.87 per day x 180 days	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$77,490	SIA
11	FICA SEL PLC	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$1,912	SIA Carryover
6	FICA Swipe	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$2,228	SIA Carryover

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	FICA/Attendance Monitor	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$4,284	SIA
1	FICA/Attendance PLC	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$762	SIA
6	FICA/Swipe	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$5,928	SIA
11	Restorative responses to adversity PD	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$5,000	SIA Carryover
11	Restorative responses to adversity PD	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$3,000	SIA
7	Student Celebrations	SUPPORT SERVICES - Other Purchased Services / 200-500	$10,000	SIA

SMART Goal 4

During the 2021-2022 school year, the graduation rate at Atlantic City High School will increase by 2% over the 21-22 school year through the implementation of school-wide remediation programs in order to continue closing the gap between school graduation rate and State expectations.

Priority Performance	According to our needs assessment, the school has a coding and student graduation tracking procedure weakness in consistently tracking, monitoring, and addressing students who are at risk of not graduating on time and developing a system of supports in the areas of academic, behavioral, social-emotional and alternative interventions for these students. Many at-risk students find themselves dropping out because of their behavior, suspensions, lack of parental involvement in school, their home and work responsibilities, chronic absenteeism issues, and course failures during their freshmen and sophomore years. Additionally, there is a lack of alternative education.
Strategy 1:	GRIT committee will focus on implementing an effective system of identifying,monitoring, tracking, and addressing students who are at risk of not graduating within their 4 year cohort.

Strategy 2:

Provide alternative programs, academic/behavioral interventions, credit restoration, and alternative testing opportunities for students who are identified as at risk of not graduating within their 4 year cohort. Develop programs , partnerships, and structured learning experiences with local higher education institutions and community organizations that will help to address 21st century skills learning and college and career readiness standards.

Strategy 3:

Provide PD in the following areas: student-centered learning and engagement using updated technology (Chrome books and Google Doc/Suite/Classroom). The tools need to be replenished and updated to fit this need. PD in Social and Emotional Learning interventions will help to address the social and emotional aspects of all of our students in order to promote self-regulation of emotions, teach resilience, handle stress, make positive decisions, and develop the necessary interpersonal skills needed to be successful in a college or career in the 21st century. SEL strategies can also help to improve graduation rate,

encourage attendance, and improve student academic performance. Chronic absenteeism can be ameliorated through individual teachers and administrative leaders working to improve school climate by incorporating SEL practices in instruction and classroom climate. Develop Programs for remote or satellite tutoring.

Target Population: Hispanic,
African
American, ELL,
Special
Education,
Economically
Disadvantage
d

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Between September and October, the guidance department and school leadership will identify and develop an action plan for all students who are at risk of not graduating within their four-year cohort.	Progress report grades, attendance and NJSMART data

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Between November and January, the school will see an increase of 1% in graduation rate correlated to the number of students identified at risk who are now on track to graduate during the 21-22 SY	Progress report grades, attendance and NJSMART data
Apr 15:	Between February and March, the school will see an increase of 2% in graduation rate correlated to the number of students identified at risk who are now on track to graduate during the 21-22 SY	Progress report grades, attendance and NJSMART data
Jul 1	During the 2021-2022 school year, the graduation rate at Atlantic City High School will increase by 2% over the 21-22 school year through the implementation of school-wide remediation programs in order to continue closing the gap between school graduation rate and State expectations.	Progress report grades, attendance and NJSMART data

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	The School Graduation Rate Improvement Team (GRIT) will meet 32 hours during the summer (July and August) to review and adjust student enrollment coding, re-registration, attendance, and graduation requirements to ensure the validity and accuracy of the student's academic and demographic data.	7/1/21	9/1/21	GRIT Team

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	The GRIT team will meet no less than 4 hours per month between the months of September and May to review and adjust student enrollment coding, attendance, and tracking graduation requirements for students who are identified as being at-risk of not graduating within the four year cohort	7/1/21	5/31/22	GRIT Team andPrincipal
4	1	Guidance and GRIT will identify and develop a plan for students in need of appropriate interventions/enrichment, such as the credit restoration, PARCC portfolio, and tutoring programs, in order to graduate within their four-year cohort.	7/1/21	6/30/22	Guidance, GRIT, CST
5	2	The PSAT/NMSQT and the School Day SAT will be administered to all ACHS students for college and career readiness preparation.	9/1/21	6/30/22	Principal, Testing Coordinator , Guidance
6	1	ACHS will offer the NJSLA/NJDOE Portfolio Appeal Assessment Program which will consist of 9 teachers beginning in September. The program takes 9 months to complete at approximately 6 hours per week per teacher as required for State mandated remediation, tutoring, assistance with completion of constructed response tasks and the creation of individual student portfolios.	9/1/21	6/30/22	Testing coordinator , NJSLA Team

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
7	1	The school administration and GRIT will analyze drop out data from the past three 9th grade cohorts to determine profiles of students at risk and subsequently target interventions. Vertical articulation will take place within the district to implement strategies that prepare incoming students for college prep coursework	8/2/21	5/31/22	Principal, VP, GRIT, Guidance, Testing Coordinator
8	1	ACHS will offer academic courses online through the EdOptions Academy Pathways to Graduation for students who are identified at-risk of not graduating within their four year cohort.	9/1/21	5/31/22	Guidance lead, Principal, Guidance, GRIT, CST
9	3	ACHS will implement programs, partnerships, and structured learning experiences with local higher education institutions and community organizations that will help to address 21st century skills and College and Career Readiness standards.	9/1/21	6/30/22	School Administration, Guidance, GRIT, CST

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
10	3	Provide after school support that builds upon the Summer roll-out of Social and Emotional Learning classes. This after school program will meet on the same days the other programs meet during the school year. Vice Principals and SAC staff will identify a hot list of students who are either chronically absent or being written up for behavior frequently (or both) who will benefit from SEL approaches to support academic success and positive relationships in school which ultimately affects graduation rate. PLCs will convene for after school vertical and horizontal articulation	9/1/21	6/30/22	Principal, VPs, GRIT, Guidance and SAC
11	2	Provide after school support that builds upon the Summer roll-out of Social and Emotional Learning classes to the incoming Freshmen. This after school program will meet on the same days the other programs meet. Vice Principals and SAC staff will identify a hot list of students who are either chronically absent or being written up for behavior frequently (or both) who will benefit from SEL approaches to support academic success and positive relationships in school which ultimately affects graduation rate.	9/1/21	6/30/22	Principal, VPs, GRIT, Guidance and SAC, staff

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
12	1	The high school will offer credit completion, summer school courses, incoming freshmen and CTE programs in an effort to keep students within their 4-year graduating cohort; offer Viking Pathways staff (2) to assist with coordinating the transition to college and careers	7/1/21	6/30/22	School administration, staff
13	1	Provide cost-effective and comprehensive in-district clinical programs for high school students with emotional and behavioral challenges.	9/1/21	6/30/22	School administration, guidance, CST, staff
14	1	Staff will attend SEL at-risk and struggling students conference to learn strategies that focus on evidence-based programs that educators can use to prevent dropouts and help students experience success in schools. Gaining knowledge on strategies to address on going disciplinary problems, impulsive behavior, truancy issues, and students that have become frustrated or disengaged. Information will be turnkeyed to staff by attendees	7/1/21	6/30/22	VPs, social worker, esl staff members
16	2	Provide an experiential social and emotional learning program for grades 9-12 and offer students an opportunity to teach self-awareness and empathy to improve school climate.	10/1/21	6/30/22	All staff
17	1	Partner with ACCC and provide a consultant to assist with the development of the post secondary pathways and program alignment; provide a STEM consultant to assist with post secondary pathways and program alignment	9/1/21	6/30/22	Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
18	2	95% of students off-track to graduate will be identified and given an intervention plan.	9/1/21	6/30/22	Guidance
19	1	Schedule Implementation Team will assist with the development of block scheduling	7/7/21	6/30/22	PLC Committee
20	1	Adaptive Software & Licenses for courses to assist students towards graduation	9/1/21	6/1/22	Administration
21	1	Viking Pride Ambassador Club to promote ACHS and to keep students excited and engaged about school	9/1/21	6/1/22	Administration

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
21	Viking Pride Ambassador Club	INSTRUCTION - Personnel Services - Salaries / 100-100	$1,500	SIA
20	Adaptive Software & Licenses	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$45,000	SIA Carryover
12	General Supplies (school spirit apparel, paper, pencils, folders, dry erase boards, easels, chart paper, and other supplies for the building and classroom)	INSTRUCTION - Supplies & Materials / 100-600	$130,335	SIA Carryover
12	General supplies	INSTRUCTION - Supplies & Materials / 100-600	$1,500	SIA
12	Viking Pathways	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$9,250	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends/Summer GRIT Team/10 Staff members/32 hours/@$45.87 per hour	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$41,421	SIA
19	Schedule Implementation Team	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$30,275	SIA
21	FICA- Viking Club	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$115	SIA
19	FICA - Schedule Implementation Team	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$2,316	SIA
12	FICA/Viking Pathways	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$708	SIA
1	FICA/GRIT TEAM	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$3,169	SIA
17	Consultants	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$55,000	SIA Carryover
17	Consultants	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$5,000	SIA

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, Title I Coordinator	FACILITIES - Instructional Equipment / 400-731	$36,000.00	Federal Title I (School
Installation of STEM equipment	1/3/22	6/30/22	Principal, Director, Title I Coordinator	SUPPORT SERVICES - Purchased Property Services / 200-400	$2,000.00	Federal Title I (School
Teacher Stipends/Summer School/ELA and Math, Academic Institute, Incoming Freshman, and CTE programs	7/1/21	7/30/21	Principal, Director, Title I Coordinator	INSTRUCTION - Personnel Services - Salaries / 100-100	$153,390.00	Federal Title I (School
Teacher Stipends/ After School Program/ SAT & ACT Tutoring, Structured Study Hall, Restorative Practices, CTE, Academic Institute	9/1/21	5/27/22	Principal, Director, Title I Coordinator	INSTRUCTION - Personnel Services - Salaries / 100-100	$76,741.00	Federal Title I (School

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
1:1 Tutoring-Vendors/Adaptive Software	1/3/22	6/30/22	Principal, Director, Title I Coordinator	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$190,000.00	Federal Title I (School
License renewal for Adaptive Software for use with extended day programs	9/1/21	6/30/22	Principal, Director, Title I Coordinator	INSTRUCTION - Other Purchased Services / 100-500	$30,471.00	Federal Title I (School
Instructional supplies and technology for use with extended day programs and to enhance the existing curriculum.	7/1/21	6/30/22	Principal, Director, Title I Coordinator	INSTRUCTION - Supplies & Materials / 100-600	$278,815.00	Federal Title I (School
Administrative Salaries Extended Day Programs	10/4/21	6/30/22	Principal, Director, Title I Coordinator	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$11,240.00	Federal Title I (School
Training Stipends/PLC Salaries	9/1/21	6/30/22	Principal, Director, Title I Coordinator	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$99,756.00	Federal Title I (School

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Support Sal/Extended Day Programs	7/1/21	7/30/21	Principal, Director, Title I Coordinator	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$20,970.00	Federal Title I (School
FICA/After School Programs	9/1/21	5/31/22	Principal, Director, Title I Coordinator	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$27,700.00	Federal Title I (School
Professional Development Consultants	1/3/22	6/30/22	Principal, Director, Title I Coordinator	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$30,421.00	Federal Title I (School
License renewal Ed-Connect, Workshop Registration, transportation, refreshments for various activities	7/1/21	6/30/22	Principal, Director, Title I Coordinator	SUPPORT SERVICES - Other Purchased Services / 200-500	$29,085.00	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	$1,500	$0	$1,500
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$0	$0	$0	$0	$0	$0	$145,000	$145,000
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$22,765	$0	$22,765
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$9,305	$227,835	$237,140
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$0	$0	$0	$0	$33,570	$372,835	$406,405
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$276,651	$54,125	$330,776
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$0	$0	$0	$0	$21,279	$4,140	$25,419
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$0	$0	$23,000	$65,000	$88,000
SUPPORT SERVICES	Purchased Property Services	200-400	$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	$0	$0	$0	$0	$0	$0	$10,000	$0	$10,000
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	$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	$330,930	$123,265	$454,195
FACILITIES	Buildings	400-720	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Instructional Equipment	400-731	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Noninstructional Equipment	400-732	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Schoolwide Blended	520-930	$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			$0	$0	$0	$0	$0	$0	$364,500	$496,100	$860,600

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	$0	$0	$0	$0
Other Title 1 Expenditures	$0	$986,589	$0	$986,589
Total	$0	$986,589	$0	$986,589

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		Graduation Rate
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. La'Quetta Small

Title: Principal

Date: 07/23/2021

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: 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: 11/29/2021