

Brighton Avenue School

District: ATLANTIC CITY

County: ATLANTIC

Team: South

School Identification: Targeted Support

Targeted Subgroup Asian, Native Hawaiian, or Pacific Islander

CDS: 010110300

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	Dorothy Bullock-Fernandes	Yes	Yes	Yes		
Asst. Principal	Tracey Singer-Allen	Yes	Yes	Yes		
Guidance Counselor	Kathy Lewis	Yes	No	Yes		
ELA Coach	Tracee Oliver	Yes	Yes	Yes		
Math Coach - District	Jose Jacobo	Yes	Yes	Yes		
Teacher - Kindergarten	Jennifer Grocki	Yes	Yes	Yes		
Teacher - RR	McKenzie Hutchinson	Yes	Yes	Yes		
Teacher - First Grade	Jessie Poley	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Teacher - ESL	Ekaterina Seifert	Yes	Yes	Yes		
Teacher Fourth grade (DIS)	Lisa M. Williams	Yes	Yes	Yes		
Tech Coordinator	Claudette Brower Sabio	No	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/27/2021	Prior Year Evaluation	Yes	Yes
10/19/2021	Progress Monitoring	Yes	No
11/09/2021	Comprehensive Data Analysis and Needs Assessment	No	No
05/04/2021	Prior Year Evaluation	Yes	Yes
05/25/2021	Prior Year Evaluation	Yes	Yes
11/16/2021	Progress Monitoring	Yes	No
06/04/2021	Smart Goal Development	Yes	Yes
11/15/2021	Progress Monitoring	No	No
06/15/2021	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
11/01/2021	Progress Monitoring	No	No
02/10/2022	Progress Monitoring	Yes	Yes
02/08/2022	Progress Monitoring	Yes	Yes
03/01/2022	Progress Monitoring	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
IReady	ELA	K	Yes	Yes	Yes	Although this information is not formally recognized for assessment/interpretation for the ASP, it is looked at to provide indication/prediction of future performance.
Iready	ELA	1	Yes	Yes	Yes	At the end of year diagnostic assessment 14% of students reached 100% typical growth.
Iready	ELA	2	Yes	Yes	Yes	At the end of year diagnostic assessment 29% of students reached 100% typical growth.
Iready	Math	K	Yes	Yes	Yes	Although this information is not formally recognized for assessment/interpretation for the ASP, it is looked at to provide indication/prediction of future performance.

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)
iReady	Math	1	Yes	Yes	Yes	Grade 1- 16% of the students met typical growth. Asian = 36%
iReady	Math	2	Yes	Yes	Yes	Grade 2- 11% of the students met typical growth. Asian = 0%
iReady	ELA	3	Yes	Yes	Yes	At the end of year diagnostic assessment 26% of students reached 100% typical growth.
iReady	ELA	4	Yes	Yes	Yes	At the end of year diagnostic assessment 31% of students reached 100% typical growth.
iReady	ELA	5	Yes	Yes	Yes	Grade 5- At the end of year diagnostic assessment 57% of students reached 100% typical growth

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)
iReady	Math	3	Yes	Yes	Yes	Grade 3- 13% of the students met typical growth. Asian = 20%
iReady	Math	4	Yes	Yes	Yes	Grade 4- 20% of the students met typical growth. Asian = 50%
iReady	Math	5	Yes	Yes	Yes	Grade 5- 36% of the students met typical growth. Asian = 60%

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	na	NA - NJSLA rescheduled by the NJDOE from Spring 2020-2021 to Fall 2021-2022 due to Covid 19. It is noted that it was difficult to move students forward while relying on on-line and independent learning. Students who returned to in-person instruction seemed to be more receptive to learning while in the physical presence of a teacher and classmates. They were less distracted and more focussed on learning.
		Schoolwide	31.6 %	31.6%					
		White							
		Hispanic	19.3 %	19.8%					
		Black or African American	*	*					
		Asian, Native Hawaiian, or Pacific Islander	63.6 %	66.7%					
		American Indian or Alaska Native							
		Two or More Races	*	*					
		Female	32.7 %	32.8%					
		Male	30.8 %	30.8%					
		Economically Disadvantaged Students	*	32%					
		Non-Economically Disadvantaged Students	*	27.3%					
		Students with Disabilities	*	*					
		Students without Disabilities	*	*					
		English Learners	23.1 %	24.5%					
		Non-English Learners	50%	47.6%					
Homeless Students	*	*							
Students in Foster Care									

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

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				na	NA - NJSLA rescheduled by the NJDOE from Spring 2020-2021 to Fall 2021-2022 due to Covid 19.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	13%				
		White	*				
		Hispanic	4%				
		Black or African					
		Asian, Native	27%				
		American Indian or	*				
		Two or More Races					
		Female	5%				
		Male	20%				
		Economical ly					
		Non-Economical					
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	13%				
		English Learners					
		Non-English					
		Homeless Students	*				
		Students in Foster Care	*				
		Military-Connected	*				
		Migrant Students	*				

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	na	NA - NJSLA rescheduled by the NJDOE from Spring 2020-2021 to Fall 2021-2022 due to Covid 19. It is noted that it was difficult to move students forward while relying on on-line and independent learning. Students who returned to in-person instruction seemed to be more receptive to learning while in the physical presence of a teacher and classmates. They were less distracted and more focussed on learning.
		Schoolwide	53%	37%		
		White				
		Hispanic	47.5%	34%		
		Black or African American	*	*		
		Asian, Native Hawaiian, or Pacific	71%	53%		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	48.5%	42%		
		Male	58%	37%		
		Economically Disadvantaged	50%	37%		
		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	47%	38.5%		
		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					Grade bands not meeting participation rate due to constraints of full remote/hybrid models of instruction. Synchronous/asynchronous instruction due to Covid 19.	Cycle 3/4 data was made available after May 25, 2021 due to the fact that only 3 cycles were scheduled at our school. iReady assessments are complete.
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	91%	94%	89%	89%		
		1	96%	92%	100%	100%		
		2	94%	90%	100%	100%		
		3	100%	100%	100%	100%		
		4	96%	87%	89%	89%		
		5	100%	100%	97%	97%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	89%	94%	92%	92%		
		1	92%	92%	100%	100%		
		2	90%	92%	98%	98%		
		3	100%	100%	100%	100%		
		4	98%	89%	91%	91%		
		5	100%	97%	97%	97%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Grade bands not meeting participation rate due to constraints of full remote/hybrid models of instruction. Synchronous/asynchronous instruction due to Covid 19. Cycle 1, and Cycle 2 iReady diagnostics were administered full remote only. Cycle 3 iReady diagnostics were administered full remote (at home) and in person (in school). Participation rates vary due to full remote students not logging on at home and scheduled in person time to complete diagnostics at school. % of students meeting Annual Typical Growth by grade level: First - 14% Second - 30% Third - 26% Fourth - 31% Fifth - 57% % of students with improved placement: First - 22% Second - 36% Third - 37%	Cycle 3/4 data was made available after May 25, 2021 due to the fact that only 3 cycles were scheduled at our school. iReady assessments are complete. It is noted that it was difficult to move students forward while relying on on-line and independent learning. Students who returned to in-person instruction seemed to be more receptive to learning while in the physical presence of a teacher and classmates. They were less distracted and more focussed on learning. One major difficulty was that online students tended to "pop" in intermittently either by choice or on their own without proper supervision at home. This created disruptions
		K	63%	35.5%	57%	57%		
		1	23%	39%	32%	32%		
		2	15%	36%	16%	16%		
		3	20%	45%	27%	27%		
		4	16%	48%	32%	32%		
		5	16%	71%	25%	25%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			Fourth - 43% Fifth - 57% (Charts may be found in links in previous section of the ASP - evaluation of prior year)	in learning consistency.

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	Grade bands not meeting participation rate due to constraints of full remote/hybrid models of instruction. Synchronous/asynchronous instruction due to Covid 19. Cycle 1, and Cycle 2 iReady diagnostics were administered full remote only. Cycle 3 iReady diagnostics were administered full remote (at home) and in person (in school). Participation rates vary due to full remote students not logging on at home and scheduled in person time to complete diagnostics at school. Grade 1 students consisted of two full remote cohorts and 2 in person cohorts. The number of full remote students was greater than those who attended in person. Students in grades 3-5 were taught synchronously by all teachers. The challenge voiced by staff at those grades included frustration with trying to get students	Cycle 3/4 data is now available due to the fact that only 3 cycles are scheduled at our school. It is noted that it was difficult to move students forward while relying on on-line and independent learning. Students who returned to in-person instruction seemed to be more receptive to learning while in the physical presence of a teacher and classmates. They were less distracted and more focussed on learning.
		K	61%	26.7%	43%	43%		
		1	31%	36.4%	17%	17%		
		2	15%	22.2%	7%	7%		
		3	2%	36.4%	11%	11%		
		4	5%	42.5%	30%	30%		
		5	8%	51.4%	22%	22%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>at home to remain logged in as well as working independently as teachers attended to in person students. This was particularly difficult in grade 5 as the students are older and tended to be at home with little adult supervision.</p> <p>% of students meeting Annual Typical Growth by grade level: First - 16% Second - 12% Third - 13% Fourth - 19% Fifth - 35%</p> <p>% of students with improved placement: First - 18% Second - 18% Third - 35% Fourth - 33% Fifth - 51%</p> <p>(Charts may be found in links in previous section of the ASP - evaluation of prior year)</p>	

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	47.1%	Many students may have experienced language loss due to Covid 19 constraints on instruction/learning.	ACCESS data will be processed in September 2021. Because of Covid 19 constraints some students were unavailable for testing.

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	302	Attendance both live and remote remained stable throughout the year as evidenced by monthly attendance rates. The monthly range of students enrolled was between 264 - 313. The enrollment for subgroup 1 remained consistent at 49.	Total school enrollment fluctuated throughout the year in the range of 263 - 313. The population for subgroup 1 remained constant at 49.
		Subgroup 1 YTD Student Enrollment Average	49		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	94.38%	Teachers enacted a model of contact for parents devised within the school. Teachers were required to make contact with parents at 3,5,8, and 10 days absent for students. The student was then referred to the school guidance counselor for further intervention. The district Truancy Task Force was also utilized for in-person/home visits.	ADA for students remained fairly consistent throughout the year given that students were moved between full remote and hybrid learning/attendance models.
		Subgroup 1 YTD Student	96.89%		
		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	16.61%	Monthly absentee rates for the whole school remained between 6% and 8.8%.	Interventions included but were not limited to: 1. Homeroom teacher contact at specified intervals of absences. 2. Parent contact. 3. Truancy task force availability. 4. Guidance counselor intervention/assistance. 5. Availability of online instruction.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	94.98%	There were no instances of chronic absenteeism for staff.	Due to Covid 19 a large amount of instruction was conducted fully remote.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	0% of the students were suspended or participated in activities requiring disciplinary actions	NA
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		Elementary participation = 58% Parent participation = 1.3% (only 4 parents responded) Staff participation = 97%	All surveys completed online due to Covid 19 and this would account for the low parent participation rate. Another factor for low parental participation may have been language barriers. Under normal circumstances we would have held meetings to bring parents into the school to complete the surveys, especially where parents are non-native English speakers, thus ensuring a higher participation rate.

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		NA
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
Students in Foster Care						

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.			NA
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			NA
Algebra	Previous year's data provided. Please provide current year's data if possible.			NA

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 Observational Framework	100% observations/evaluations completed by building administrators. Use of portfolio assessments due to Covid 19.	Teachers adapted well to online instruction and learning to use new technology.
		Observation Waiver?	yes - Portfolio Assessment while on full/partial remote instruction due to Covid-19 restrictions		
		# Teachers to Evaluate	35		
		# Non-tenure teachers (years 1 & 2)	1		
		# Non-tenure teachers (years 3 & 4)	4		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	null		
		Observations	Total		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		
		# Scheduled	28		
		# Completed	27		
		# Highly Effective	0		
		# Effective	0		
		# Partially Effective	0		
		# Ineffective	0		

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	Use of technology - GoGuardian (screen sharing during instruction)/SAVAAS/Class Dojo (parent communication)/Google Classroom/Jamboard. Adaptability to display curriculum content/Versatility in teaching both live and full remote.	Technology - lack of student/parent training/competency in technology; bring the students back in for live instruction (covid restrictions)
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	2-Emerging		
Assessment	1	A	3-Developing	Meeting the students where they are based on full remote instruction. Differentiation of instruction. Increased use of data to inform instruction based on formal and informal assessment. Consistency in creating shared formative/summative assessments by grade level.	Continue to create shared formative/summative assessments; Analyze student data more frequently; Student involvement in goal setting based on assessments; parent involvement in goal setting for the student
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	4-Sustaining	Use of PLC consistently to inform instruction, assess students, data assessment. Teacher created formative/summative assessments based on student progress. Teacher willingness to participate. Meets regularly during common planning.	Improve vertical articulation based on grade band needs; continue to ensure the use of multiple data points (iReady/Achieve3000/etc) (multiple measures of data); creation of intervention strategies for use with students based on data (where are the students really at?); learning loss at the primary level
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	4-Sustaining		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Rules of behavior established. Follow directions well concerning Covid protocols. Teachers are more supportive of each other based on technological ability. Students have become more proficient with technology - search/copy/paste/jamboard/color/keyboarding skills.	Student stamina when in school in person or online. Student social engagement. Engagement of students during instruction - retraining students for competency based on live instruction.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	PDP's aligned with student progress (with consideration for Covid-19). Staff evaluation based on real time observation as well as various other indicators with adjustments for Covid 19 instruction. Adaptation to non-traditional instructional strategies.	Continued use of non-traditional instructional strategies. Re-introduction of students into the brick and mortar mode of instruction.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
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Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
<p>Effective Instruction</p>	<p>ELA Improved percentages of students meeting or exceeding ELA typical growth by June, 2021. The percent of typical growth improved from</p> <p>*Based on district iReady assessment data, students appear to struggle in the following areas: Vocabulary, Literacy text, informational text, writing conventions, narrative writing and writing about reading.</p> <p>Grade 1- At the end of year diagnostic assessment 14% of students reached 100% typical growth. Asian = 29%</p> <p>Grade 2- At the end of year diagnostic assessment 29% of students reached 100% typical growth. Asian = 38%</p> <p>Grade 3- At the end of year diagnostic assessment 26% of students reached 100% typical growth. Asian = 40%</p> <p>Grade 4- At the end of year diagnostic assessment 31% of students reached 100% typical growth. Asian = 30%</p> <p>Grade 5- At the end of year</p>	<p>Covid 19 restrictions/instruction/remote Excessive Number of students classified as ESL Lack of sufficient staff in ESL department</p>	<p>Grades 1-5</p>	1	Focus on data analysis and remedial strategic training for all staff
				2	Return to learn full time per CDC guidelines
				3	Addition of 9th period "All Hands on Deck" for remediation period for all students



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?)
	diagnostic assessment 57% of students reached 100% typical growth. Asian = 80%			

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
<p>Effective Instruction</p>	<p>Math Improved percentages of students meeting or exceeding Math typical growth by June, 2021.</p> <p>*Based on district and state assessment data, students are not exhibiting significant growth from grade 3 to grade 4, and grade 4 to 5. - 61% of our students are one grade level behind; while 31% of our students are two or more grade levels behind.</p> <p>Grade 1- 16% of the students met typical growth. Asian = 36%</p> <p>Grade 2- 11% of the students met typical growth. Asian = 0%</p> <p>Grade 3- 13% of the students met typical growth. Asian = 20%</p> <p>Grade 4- 20% of the students met typical growth. Asian = 50%</p> <p>Grade 5- 36% of the students met typical growth. Asian = 60%</p> <p>Whole School - Since only 18% met typical growth, 82% of the students fell further behind.</p> <p>Asian Subgroup Overall (Grades 1-5)</p>	<p>Lack of BSI instructors for number of students needing services Covid 19 restrictions/remote instruction</p>	<p>Gr.1-5</p>	1	<p>Improve teacher training in Math through the use of consultants</p>
				2	<p>Increase BSI instruction at the appropriate grade level as appropriate per district hiring practices</p>
				3	<p>Addition of district wide implementation of "All Hands on Deck" remediation plan</p>



Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
	33% met typical growth.				
Climate and Culture, including Social and Emotional Learning	A large percentage of students were remote all year long due to Covid-19 which resulted in a lack of interaction with their peers. Change in schedule for next year may result in students needing more support with self awareness, social awareness, responsible decision making, self management, and relationship skills. (Students are going from half days to full days in the fall, completely in person.)	Covid 19 restrictions/remote instruction Incorporate activities daily/weekly Whole group/individual counseling	Gr. 1-5	1	Review current daily schedules with additional time added for instruction and SEL
				2	Collaborate with grade level teachers, guidance and specialists to develop Social Emotional Learning lessons and activities.
				3	Incorporate parent involvement through the parent resource center.
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

Using the district ELA assessments 50% of the students in grades 1-5 will reach typical growth in major reading, informational and narrative content by June, 2022.

Priority Performance

ELA

Improved percentages of students meeting or exceeding ELA typical growth by June, 2021. The percent of typical growth improved from

*Based on district iReady assessment data, students appear to struggle in the following areas: Vocabulary, Literacy text, informational text, writing conventions, narrative writing and writing about reading.

Grade 1- At the end of year diagnostic assessment 14% of students reached 100% typical growth. Asian = 29%

Grade 2- At the end of year diagnostic assessment 29% of students reached 100% typical growth. Asian = 38%

Grade 3- At the end of year diagnostic assessment 26% of students reached 100% typical growth. Asian = 40%

Grade 4- At the end of year diagnostic assessment 31% of students reached 100% typical growth. Asian = 30%

Grade 5- At the end of year diagnostic assessment 57% of students reached 100% typical growth. Asian = 80%

Strategy 1: Focus on data analysis and remedial strategic training for all staff

Strategy 2: Return to learn full time per CDC guidelines

Strategy 3: Addition of 9th period "All Hands on Deck" for remediation period for all students

Target Population: Grades 1-5

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 85% of students at the Brighton Avenue School will take the iReady Reading Diagnostic Assessment.	iReady Reading Diagnostic Scores and District Writing Assessment Scores
Feb 15	By February 15, 2022, 30% of students at the Brighton Avenue School will be at or above the 30% progress to annual typical growth mark in reading as measured by the iReady reading diagnostic.	iReady Reading Diagnostic Scores and District Writing Assessment Scores
Apr 15:	By April 15, 2022, 40% of students at the Brighton Avenue School will be at or above the 60% progress to annual typical growth mark in reading as measured by the iReady reading diagnostic.	iReady Reading Diagnostic Scores and District Writing Assessment Scores
Jul 1	Using the district ELA assessments 50% of the students in grades 1-5 will reach typical growth in major reading, informational and narrative content by June, 2022.	iReady Reading Diagnostic Scores and District Writing Assessment Scores

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Staff Professional Development/PCL's	9/1/21	6/30/22	administrators/teachers
2	2	Student Instruction	9/1/21	6/30/22	teachers/administrators
3	1	Grade Level PLC's with administrators and coaches to analyse student data and develop short term cycle goals by unpacking essential standards	9/1/21	6/30/22	administrators/teachers
4	3	Provide extended day enrichment programs for struggling and high ability students	9/1/21	6/30/22	administrators/teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	3	Provide SES tutoring for students at risk of falling behind 2 or more grade levels	9/1/21	6/30/22	teachers
6	2	Provide in school supplemental services for struggling students, e.g. Reading Recovery, Leveled Literacy Intervention, Basic Skills Instruction	9/1/21	6/30/22	teachers
7	3	"All Hands on Deck"- instructional period of the day set aside for teachers to target students needing remedial instruction and supports	9/1/21	6/30/22	teachers
8	3	Paws For Reading	9/1/21	6/30/22	administrators/teachers
9	2	Extended day and Saturday remediation programs including ELS/Math/STEM/VPA	9/1/21	6/30/22	central administration/bldg. administration/teachers/coaches
10	2	Additional age/grade appropriate technology support through systemic programs/adaptive software	9/1/21	6/30/22	administrators
11	2	Monitor/track student attendance	9/1/21	6/30/22	Staff/building administration
12	2	Field trips to enhance learning experience	10/1/21	6/30/22	classroom teachers

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Adaptive software	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$21,000	SIA Carryover

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	adaptive software	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$3,304	SIA Carryover
8	Outside reading support (Paws for Reading)	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$500	SIA Carryover
2	adaptive software	INSTRUCTION - Other Purchased Services / 100-500	\$12,209	SIA
7	All Hands on Deck supplies	INSTRUCTION - Supplies & Materials / 100-600	\$17,490	Federal Title I (School Allocation)
7	All Hands on Deck supplies	INSTRUCTION - Supplies & Materials / 100-600	\$6,392	SIA Carryover
2	student attendance monitoring	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,000	SIA Carryover
2	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$230	SIA Carryover
1	professional development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,695	SIA

SMART Goal 2

Using the iReady diagnostic assessment, 50% of the students in grades 1-5 will reach 100% typical growth by June 2022.

Priority Performance

Math

Improved percentages of students meeting or exceeding Math typical growth by June, 2021.

*Based on district and state assessment data, students are not exhibiting significant growth from grade 3 to grade 4, and grade 4 to 5.

- 61% of our students are one grade level behind; while 31% of our students are two or more grade levels behind.

Grade 1- 16% of the students met typical growth. Asian = 36%

Grade 2- 11% of the students met typical growth. Asian = 0%

Grade 3- 13% of the students met typical growth. Asian = 20%

Grade 4- 20% of the students met typical growth. Asian = 50%

Grade 5- 36% of the students met typical growth. Asian = 60%

Whole School - Since only 18% met typical growth, 82% of the students fell further behind.

Asian Subgroup Overall (Grades 1-5) 33% met typical growth.

Strategy 1:

Improve teacher training in Math through the use of consultants

Strategy 2:

Increase BSI instruction at the appropriate grade level as appropriate per district hiring practices

Strategy 3:

Addition of district wide implementation of "All Hands on Deck" remediation plan

Target Population: Gr.1-5

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 85% of students at Brighton Avenue School, grades 1 - 5, will take the iReady Math Diagnostic Assessment.	iReady assessment reports/diagnostic PLC minutes/agenda
Feb 15	By February 15, 2022, 50% of students at Brighton Avenue School, grades 1 - 5, will be at or above the 30% progress to annual typical growth mark in modeling and reasoning as measured by the iReady math diagnostic.	iReady assessment reports/diagnostic PLC minutes/agenda
Apr 15:	By April 15, 2022, 50% of students at Brighton Avenue School, grades 1 - 5, will be at or above the 60% progress to annual typical growth mark in modeling and reasoning as measured by the iReady math diagnostic.	iReady assessment reports/diagnostic PLC minutes/agenda
Jul 1	Using the iReady diagnostic assessment, 50% of the students in grades 1-5 will reach 100% typical growth by June 2022.	iReady assessment reports/diagnostic PLC minutes/agenda

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Staff Training	9/1/21	6/30/22	Teachers, coaches, and administrators
2	2	Professional Practice/Frequent Monitoring	9/1/21	6/30/22	Administrators and consultants
3	3	Student Instruction	9/1/21	6/30/22	Teachers
4	3	In grade level PLC meetings with administrators and/or coaches, ensure that teachers are aware of the standards and curriculum in their grade, as well as the standards the curriculum above and below their grade.	9/1/21	6/30/22	Teachers, coaches, and administrators

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	3	Teachers locate and analyze data in iReady, including looking at items where students are exhibiting difficulty, typical growth, stretch growth, and identify students who are not proficient or proficient.	9/1/21	6/30/22	Teachers
6	1	Provide extended day program for students who are exhibiting difficulty on the initial pretest and/or NJSLA.	9/1/21	6/30/22	Teachers, coaches, and administrators
7	1	Offer at risk students participation in SES.	9/1/21	6/30/22	Teachers and administrators
8	3	Students who are identified as in need of intervention will meet with the Title I Basic Skills teacher for additional intervention. Adjust groups as needed.	9/1/21	6/30/22	Teachers and administrators
9	1	Technology Based Instruction	9/1/21	6/30/22	Teachers and administrators
10	3	Teachers will differentiate instruction based on results of formative and summative assessment data.	9/1/21	6/30/22	Teachers
11	1	School based leadership team meetings	9/1/21	9/30/21	administrators and teachers

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
10	all Hands on deck	INSTRUCTION - Supplies & Materials / 100-600	\$9,500	SIA Carryover
1	Leadership Team Member meetings	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$46,350	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$3,546	SIA
1	Professional Development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$26,474	SIA Carryover

SMART Goal 3

85% of students in grades K-5 will participate in activities that promote positive interaction with peers and others through the use of the Social Emotional Learning (SEL) Competencies related to Responsible Decision-Making.

Priority Performance A large percentage of students were remote all year long due to Covid-19 which resulted in a lack of interaction with their peers. Change in schedule for next year may result in students needing more support with self awareness, social awareness, responsible decision making, self management, and relationship skills. (Students are going from half days to full days in the fall, completely in person.)

Strategy 1: Review current daily schedules with additional time added for instruction and SEL

Strategy 2: Collaborate with grade level teachers, guidance and specialists to develop Social Emotional Learning lessons and activities.

Strategy 3: Incorporate parent involvement through the parent resource center.

Target Population: Gr. 1-5

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of cycle 1, 25% of students will participate in SEL activities school wide related to Self-Awareness & Self-Management	Sign - in sheets Individual/group counseling sessions Guidance Classroom Lessons Suspension rates Student of the month nominations Student of the month nominations School/parent announcements Student discipline records (culture & climate) Student of the month nominations (Character Education) Survey (Initial results)
Feb 15	By the end of cycle 2, 30% of students will participate in SEL activities school wide related to Social Awareness	Sign - in sheets Individual/group counseling sessions Guidance Classroom Lessons Suspension rates Student of the month nominations Student of the month nominations School/parent announcements Student discipline records (culture & climate) Student of the month nominations (Character Education)
Apr 15:	By the end of cycle 3, 60% of students will participate in SEL activities school wide related to Relationship Skills	Sign - in sheets Individual/group counseling sessions Guidance Classroom Lessons Suspension rates Student of the month nominations Student of the month nominations School/parent announcements Student discipline records (culture & climate) Student of the month nominations (Character Education)

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	85% of students in grades K-5 will participate in activities that promote positive interaction with peers and others through the use of the Social Emotional Learning (SEL) Competencies related to Responsible Decision-Making.	Sign - in sheets Individual/group counseling sessions Guidance Classroom Lessons Suspension rates Student of the month nominations Student of the month nominations School/parent announcements Student discipline records (culture & climate) Student of the month nominations (Character Education) Survey (Final results)

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide activities/programs to address SEL topics monthly	9/1/21	6/30/22	guidance counselor/administrators
2	2	Develop/designate time within the PLC to create SEL lesson plans and activities	9/1/21	6/30/22	guidance counselor/administrators
3	3	Create monthly newsletter focusing on SEL strategies for parents/children and upcoming school wide events related to SEL	9/1/21	6/30/22	guidance counselor
4	2	Create and share SEL resources within staff and building meetings	9/1/21	6/30/22	guidance counselor
5	3	Bimonthly parent meetings via zoom/in person focusing on various SEL strategies and skills	9/30/21	6/30/22	administrators/guidance counselor
6	1	Create teacher schedule for SEL activities	9/1/21	6/30/22	guidance counselor

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
7	1	Provide T shirts for all students to promote school community pride/cohesion/positivity	10/15/21	1/28/22	administrators/guidance counselor

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
7	purchase t shirts for students to represent the school with pride	INSTRUCTION - Supplies & Materials / 100-600	\$10,000	SIA Carryover
2	Career Day supplies/materials	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	SIA Carryover
3	Newsletter/technology	INSTRUCTION - Supplies & Materials / 100-600	\$200	SIA Carryover
1	Supplies and materials for instruction in SEL	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	SIA Carryover
2	SEL extended day activities	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$35,000	Other Federal
3	Parent meeting resources/refreshments	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,000	SIA Carryover

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 4

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

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Extended Day Programs/Teacher Stipends - Summer School/After School ELA& Math	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	INSTRUCTION - Personnel Services - Salaries / 100-100	\$113,683.00	Federal Title I (School)
1:1 Tutoring-Vendor	1/4/22	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$30,000.00	Federal Title I (School)
Adaptive Software License Renewals	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	INSTRUCTION - Other Purchased Services / 100-500	\$24,349.00	Federal Title I (School)
Instructional supplies for use with Extended Day Programs and to enhance the existing curriculum	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	INSTRUCTION - Supplies & Materials / 100-600	\$23,558.00	Federal Title I (School)
Support Staff for Extended Day Programs	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$26,212.00	Federal Title I (School)

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Educator Salary for Supplemental Reading Program (My'On)	9/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$29,808.00	Federal Title I (School
Administrative Salaries for various extended day activities	10/4/21	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$7,898.00	Federal Title I (School
Training Stipends/PLC salaries	9/1/21	6/30/22	Principal, Director of Assessments and Special Projects, Title I Coordinator	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$21,189.00	Federal Title I (School
FICA and Health Benefits for SRS Staff	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$36,346.00	Federal Title I (School
Professional Development for Adaptive Software	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$4,368.00	Federal Title I (School

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Ed Connect License Renewal, Refreshments, Workshop Registration, Professional Development Courses, and Transportation for various activities	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	SUPPORT SERVICES - Other Purchased Services / 200-500	\$11,321.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Intervention s Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$24,804	\$24,804
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$12,209	\$0	\$12,209
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$17,490	\$0	\$0	\$0	\$0	\$36,092	\$53,582
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$17,490	\$0	\$0	\$0	\$12,209	\$60,896	\$90,595
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$35,000	\$46,350	\$3,000	\$84,350
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$3,546	\$230	\$3,776
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$2,695	\$26,474	\$29,169
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000	\$1,000
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	\$35,000	\$52,591	\$30,704	\$118,295
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	\$17,490	\$0	\$0	\$35,000	\$64,800	\$91,600	\$208,890

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	\$17,490	\$0	\$17,490
Other Title 1 Expenditures	\$0	\$328,732	\$0	\$328,732
Total	\$0	\$346,222	\$0	\$346,222

School Level Certification Page

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

Completed By: Dorothy Bullock-Fernandes

Title: Principal

Date: 06/23/2021

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.
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Certified By: Michael Bird

Title: Director

Date: 07/23/2021

ASP District CSA Certification and Approval Page

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

Certified By: Michael Bird
Title: Director
Date: 11/29/2021