

LINCOLN ANNEX SCHOOL

District: NEW BRUNSWICK CITY

County: MIDDLESEX

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 233530300

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
School Principal	Michael Chiodo	Yes	Yes	Yes		
School Vice Principal	Kami Puente	Yes	Yes	Yes		
School Math Specialist	Michal Friedman	Yes	Yes	Yes		
School Reading Specialist	Patricia Reece	Yes	Yes	Yes		
School Counselor	Nicole Hart	Yes	Yes	Yes		
ELA Teacher	Mariealaena Miscannon	Yes	Yes	Yes		
School Dean of Students	Kevin DiPane	Yes	Yes	Yes		
5th Grade Teacher	Jessica Gamba	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
School Family liaison	Baruti Miller	Yes	Yes	Yes		
Parent	Marilyn Martinez	Yes	Yes	Yes		
Parent	Silvia Michaca	Yes	Yes	Yes		
Parent	Elie Quinones	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/14/2021	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	Yes	Yes
12/16/2020	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment	Yes	Yes
06/01/2021	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	Yes	Yes
06/11/2021	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Professional Development for teachers to engage in a collaborative learning process to identify and tackle persistent problems of practice resulting in inequities	ELA, Math, Science, Social Studies, Special Area Classes	General Education, Special Education, ELL	Yes	Yes	Yes	Enhanced lesson plans that demonstrate understanding of the topics discussed in the PD for teachers.
Teacher team meeting to unpack, analyze, and develop literacy tasks aligned to the content standards (Sept - December)	ELA, Social Studies	General Education, Special Education, ELL	Yes	Yes	Yes	Focused instruction based on individual and collaborative analysis of student data that are aligned to curriculum and standards.

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)
Professional Development for teachers to engage in a collaborative learning process to identify and tackle persistent problems of practice resulting in inequities	ELA, Math, Science, Social Studies, Special Area Classes	General Education, Special Education, ELL	Yes	Yes	Yes	Teacher participation in ongoing planning meetings, analyzing data, and enhanced lesson plans including new strategies and online platforms
Teacher team meeting to unpack, analyze, and develop literacy tasks aligned to the content standards (January - May)	ELA, Social Studies	General Education, Special Education, ELL	Yes		Yes	Focused instruction based on individual and collaborative analysis of student data that are aligned to curriculum and standards.
Teacher team meeting to unpack, analyze, and develop Math tasks aligned to the content standards (Sept - December)	Math	General Education, Special Education, ELL	Yes	Yes	Yes	Teacher participation in ongoing planning meetings, analyzing data, and enhanced lesson plans including new strategies and online platforms
Teacher team meeting to unpack, analyze, and develop Math tasks aligned to the content standards (January-May)	Math	General Education, Special Education, ELL	Yes	Yes	Yes	Teacher participation in ongoing planning meetings, analyzing data, and enhanced lesson plans including new strategies and online platforms

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)
Teacher team meeting to unpack, analyze, and develop Science tasks aligned to the content standards (Sept - May)	Science	General Education, Special Education, ELL	Yes	Yes	Yes	Teacher participation in ongoing planning meetings, analyzing data, and enhanced lesson plans including new strategies and online platforms

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a 231="" 270"="" 347="" 444="" href="http://www.nj.gov/education/schools/achievement/target='_blank'>Link to website with access to reports. </td> <th data-bbox=">Student Group <th data-bbox="1001 368 1077 430">ELA</th> <th data-bbox="1084 368 1160 430">Math</th> <th data-bbox="1167 368 1243 430">Alg1</th> <th data-bbox="1249 368 1326 430">Alg2</th> <th data-bbox="1332 368 1406 430">Geo</th> <td data-bbox="1413 368 1807 1417" rowspan="15"> Students did not take the 2020 or 2021 NJSLA due to virtual learning. </td> <td data-bbox="1814 368 2181 1417" rowspan="15"> Students did not take the 2020 or 2021 NJSLA due to virtual learning. </td> 	ELA	Math	Alg1	Alg2	Geo	Students did not take the 2020 or 2021 NJSLA due to virtual learning.	Students did not take the 2020 or 2021 NJSLA due to virtual learning.	
		Schoolwide	32.8 %	19.7%					
		White	*	*					
		Hispanic	31.6 %	18.2%					
		Black or African American	42.9 %	28.6%					
		Asian, Native Hawaiian, or Pacific Islander	*	*					
		American Indian or Alaska Native							
		Two or More Races	*	*					
		Female	39.7 %	20.2%					
		Male	26.3 %	19.3%					
		Economically Disadvantaged Students	28.6 %	15.5%					
		Non-Economically Disadvantaged Students	38.8 %	25.8%					
		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				Students did not take the 2020 or 2021 NJSLA due to virtual learning.	Students did not take the 2020 or 2021 NJSLA due to virtual learning.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	12%	0%			
		White					
		Hispanic	12%	0%			
		Black or African					
		Asian, Native		*			
		American Indian or	*	*			
		Two or More Races					
		Female	11%	0%			
		Male	12%	0%			
		Economical ly	14%	0%			
		Non-Economical	8%	0%			
		Students with	3%				

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without	14%				
		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	SGPs were not calculated as students did not take the 2020 or 2021 NJSLA due to virtual learning.	SGPs were not calculated as students did not take the 2020 or 2021 NJSLA due to virtual learning.
		Schoolwide	50%	42%		
		White	*	*		
		Hispanic	50%	41%		
		Black or African American	47.5%	33%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	54%	37%		
		Male	46%	45%		
		Economically Disadvantaged	53%	39.5%		
		Non-Economically Disadvantaged				
		Students with Disabilities	40.5%	49%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	54%	47%		
		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					Participation in some of the district Benchmark assessments was lower than expected due to virtual learning.	Participation in some of the district Benchmark assessments was lower than expected due to virtual learning.
		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	100%	100%	0%	0%		
		5	87.8%	93.9%	0%	0%		
		6	97.8%	93.4%	0%	0%		
		7	92.7%	73.9%	0%	0%		
		8	99.2%	95.4%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	100%	100%	0%	0%		
		5	20.2%	88.5%	0%	0%		
		6	52.5%	78.1%	0%	0%		
		7	37.6%	81.8%	0%	0%		
		8	90.1%	88.6%	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	Participation in some of the district Benchmark assessments was lower than expected due to virtual learning.	Participation in some of the district Benchmark assessments was lower than expected due to virtual learning.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	84.6%	84.6%	0%	0%		
		5	41.5%	40.2%	0%	0%		
		6	51.4%	56.2%	0%	0%		
		7	69.5%	67.6%	0%	0%		
		8	60.3%	58.7%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Participation in some of the district Benchmark assessments was lower than expected due to virtual learning.	Participation in some of the district Benchmark assessments was lower than expected due to virtual learning.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	46.2%	69.2%	0%	0%		
		5	70%	35.1%	0%	0%		
		6	22.2%	31.7%	0%	0%		
		7	30.7%	46%	0%	0%		
		8	57.9%	47%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	57.4%	ELL students showing growth to proficiency for this school year was less than expected due to virtual learning.	ELL students showing growth to proficiency for this school year was less than expected due to virtual learning.

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	576	The overall enrollment of the school reduced this year because the school changed from grades 4-8 to grades 5-8.	The overall enrollment of the school reduced this year because the school changed from grades 4-8 to grades 5-8.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	93.51%	Attendance rates for this year was lower than expected due to virtual learning. Many students had internet connectivity issues, while some students showed little participation while on remote learning.	Since the school opened for in person learning in April, student attendance improved.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.00%	There was a high number of "Chronically Absent Students" this year due to the fact that virtual learning went from September until the building opened for in person learning in April of 2021	Since the school opened for in person learning in April, student attendance improved.
		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	96.33%	Staff attendance from September to April was higher than expected as staff worked remotely.	Staff attendance for April to June was lower than expected as many teachers had ongoing situations as a result of the COVID 19 pandemic

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	There were very few discipline issues as most of the year was spent on virtual learning.	There were very few discipline issues as most of the year was spent on virtual learning.
		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	Domain	ES	MS/HS	Parents	Staff	The number of parents and students completing the CC survey was less than expected due to issues with online connectivity at home and we were not able to have parents come into the school to complete the survey in person.	The number of parents and students completing the CC survey was less than expected due to issues with online connectivity at home and we were not able to have parents come into the school to complete the survey in person.
		Participation	35	61	10	78		

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
Students in Foster Care						

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.				
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT				
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	0		
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson Framework	Overall, the teacher observation scores were average to slightly above average when comparing to last year. There was only one non-tenured teacher that was deemed partially effective for the year.	Overall, the teacher observation scores were average to slightly above average when comparing to last year. There was only one non-tenured teacher that was deemed partially effective for the year.
		Observation Waiver?	No		
		# Teachers to Evaluate	60		
		# Non-tenure teachers (years 1 & 2)	4		
		# Non-tenure teachers (years 3 & 4)	7		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	131		
		# Completed	131		
		# Highly Effective	43		
		# Effective	87		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		
		# Partially Effective	2		
		# Ineffective	0		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent and Family Engagement Meetings	Parent and Family Engagement meetings to discuss current instructional strategies, re-entry plans, and focus of next year.	Meetings held on 8/31/2020, 9/22/2020, 10/8/2020, 12/10/2020, 1/13/2021, 3/18/2021, and 6/14/2021	
Parent and Community Involvement, Demographic information	Parent, Community Member, and Stakeholder meetings held to discuss the plans and development of new school building	Meetings held on 10/22/2020 and 4/22/2021	

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	Focus on Student Learning, Effective Instruction	Standards and Student Learning Objectives, Alignment, Career Ready Practices
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	3-Developing	Summative Assessments	Pre-Assessments, Formative Assessments
	2	A	3-Developing		
	3	A	4-Sustaining		
Professional Learning Community (PLC)	1	A	3-Developing	Teams/Focus/Goals, Time	Norms, Conflict
	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	4-Sustaining	Physical Environment, Mission, Collegial Environment, Clear Expectations for Professional Behavior, Data Collection and Analysis, School Climate Plan Development	Clear Expectations for Student Behavior, Social and Emotional Learning, Social Environment - Students, Rules/Norms: Students, Teaching and Learning, Programs/Initiatives/approaches related to school climate, Shared Leadership, Communication of Connections
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	Connection Between Student Learning and Evaluation	Communication with all stakeholders

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	32.8% of students schoolwide were proficient in the ELA 2018 NJSLA	Students need enhanced skills in the development of their critical reasoning and citing of evidence in the support of an answer or argument.	General Education, Special Education, and ELL	1	Professional Development and Collaboration meetings for teachers to develop strategies and tasks to address the students' ability to construct arguments
				2	Analysis of student reading and writing proficiency levels based on multiple data sources to provide targeted instruction.
				3	Enhanced focus on assessment tools used by both teachers and students to identify areas of concern and provide input for future learning.

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	19.7% of students schoolwide were proficient in the Mathematics 2018 NJSLA	Students need to develop their abilities to solve real world situational tasks and apply critical thinking and reasoning skills.	General Education, Special Education, and ELL	1	Professional Development and Collaboration meetings for teachers to develop strategies and tasks to address the students' ability to solve real word situational problems
				2	Creation and review of tasks and how to include proper levels of skill development along with critical thinking and reasoning.
				3	Development and review of assessment tools used by both teachers and students to identify areas of concern and provide input for future learning.
Effective Instruction	Throughout the school year in each of the grade levels, the primary focus of Science has been to formulate questions, investigate evidence, and generate explanations for phenomenons to explain the world around them.	Students need to evaluate and assess data around them to formulate questions and develop ways to investigate for a solution.	General Education, Special Education, and ELL	1	Provide teachers with professional development on the NGSS and the alignment to the district curriculum.
				2	Continued collaboration and analysis of ongoing student work to enhance instructional strategies to meet the NGSS.
				3	Development and review of assessment tools used by both teachers and students to identify areas of concern and provide input for future learning.

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	Misalignment between instructional practices and the social emotional well being of students. There is a high predictability of who succeeds and who fails.	Students and teachers have personal biases and feelings towards school and success. Stakeholders each have their own lens in which the world and society is viewed, however there are few opportunities to share those views with each other.	General Education, Special Education, and ELL	1	Provide professional development for all staff to gain a better understanding of the climate, culture, and identities of our students and the community for which we serve.
				2	Engage in ongoing discussions within SEL and all courses to allow student voices to be heard and understood by all.
				3	Create an environment of trust and positivity where students and teachers feel comfortable to break down bias barriers.

SMART Goal 1

During the 2021-2022 school year, LNA will focus pedagogical practices on enhancing student reading fluency, overall comprehension, and writing skills resulting in an increase in the overall proficiency average of students in grades 3-8 by 8% for fall to spring on the ELA Common Assessment. (Baseline = 2020-2021 Common Assessment # 1 = 59.45% Proficient, 2020-2021 Common Assessment # 1 = 55.71% Proficient)

Priority Performance 32.8% of students schoolwide were proficient in the ELA 2018 NJSLA

Strategy 1: Professional Development and Collaboration meetings for teachers to develop strategies and tasks to address the students' ability to construct arguments

Strategy 2: Analysis of student reading and writing proficiency levels based on multiple data sources to provide targeted instruction.

Strategy 3: Enhanced focus on assessment tools used by both teachers and students to identify areas of concern and provide input for future learning.

Target Population: General Education, Special Education, and ELL

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	During Common Planning Time meetings, the teachers will participate in analyzing reading fluency data, comprehension, and writing skills in all subject areas. The same language will be utilized to provide consistent instructional voice to the students. Professional development opportunities will be provided to teachers to address the reading and writing needs of the students through a variety of manners including formal workshops, faculty meetings, and CPT meetings.	Common Planning Time Meeting Agendas and Notes Faculty Meeting Agendas Professional Development offerings

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	District Common Assessment results will be reviewed and analyzed by teachers, specialists, and administration to identify learning trends. These trends will assist in developing new or modified instructional practices in the area of reading and writing. Professional development opportunities will be provided to teachers to address the reading and writing needs of the students through a variety of manners including formal workshops, faculty meetings, and CPT meetings.	Common Planning Time Meeting Agendas and Notes Faculty Meeting Agendas Professional Development offerings District Common Assessment Data
Apr 15	District Common Assessment results will be reviewed and analyzed by teachers, specialists, and administration to identify learning trends. These trends will assist in developing new or modified instructional practices in the area of reading and writing. Professional development opportunities will be provided to teachers to address the reading and writing needs of the students through a variety of manners including formal workshops, faculty meetings, and CPT meetings.	Common Planning Time Meeting Agendas and Notes Faculty Meeting Agendas Professional Development offerings District Common Assessment Data
Jul 1	During the 2021-2022 school year, LNA will focus pedagogical practices on enhancing student reading fluency, overall comprehension, and writing skills resulting in an increase in the overall proficiency average of students in grades 3-8 by 8% for fall to spring on the ELA Common Assessment. (Baseline = 2020-2021 Common Assessment # 1 = 59.45% Proficient, 2020-2021 Common Assessment # 1 = 55.71% Proficient)	District Common Assessment Data

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide opportunities for teachers to collaborate with each other and the district supervisor on the district reading/writing curriculum and appropriate instructional strategies	9/1/21	11/16/21	School Administration, School Specialists, Teaching Staff, District Supervisors

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Provide professional development for teachers to gain a better understanding student assessments and analysis procedures.	9/1/21	11/16/21	School Administration, School Specialists, Teaching Staff, District Supervisors
3	3	Develop local and district assessments to accurately measure student proficiency on the the areas of reading fluency, overall comprehension, and writing skills.	9/1/21	12/1/21	School Administration, School Specialists, Teaching Staff, District Supervisors
4	2	Teachers collaborate with each other and other teachers within the district to analyze student assessment data in order to inform instruction.	10/1/21	2/16/22	School Administration, School Specialists, Teaching Staff, District Supervisors
5	2	Teachers collaborate with each other and other teachers within the district to analyze student assessment data in order to inform instruction.	2/1/22	5/31/22	School Administration, School Specialists, Teaching Staff, District Supervisors
6	3	Review and reflect on assessment practices throughout the course of the school year.	3/1/22	5/31/22	School Administration, School Specialists, Teaching Staff, District Supervisors

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Specialists Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$289,654	Federal Title I (School Allocation)
1	Specialists Salaries/Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$130,345	Federal Title I (School Allocation)

SMART Goal 2

During the 2021-2022 school year, LNA will focus pedagogical practices on constructing viable arguments and critiquing the reasoning of others, as well as modeling with mathematics through multiple representations resulting in an increase in the overall proficiency average of students in grades 3-8 by 8% for fall to spring on the Math Common Assessment. (Baseline = 2020-2021 DUA # 1 = 44.76% Proficient, 2020-2021 DUA # 2 = 40.75% Proficient)

Priority Performance 19.7% of students schoolwide were proficient in the Mathematics 2018 NJSLA

Strategy 1: Professional Development and Collaboration meetings for teachers to develop strategies and tasks to address the students' ability to solve real word situational problems

Strategy 2: Creation and review of tasks and how to include proper levels of skill development along with critical thinking and reasoning.

Strategy 3: Development and review of assessment tools used by both teachers and students to identify areas of concern and provide input for future learning.

Target Population: General Education, Special Education, and ELL

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	During Common Planning Time meetings, the teachers will participate in analyzing student mathematical reasoning and the use of multiple representations within the area of Mathematics. The same language will be utilized to provide consistent instructional voice to the students. Professional development opportunities will be provided to teachers to address the reading and writing needs of the students through a variety of manners including formal workshops, faculty meetings, and CPT meetings.	Common Planning Time Meeting Agendas and Notes Faculty Meeting Agendas Professional Development offerings

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	District Common Assessment results will be reviewed and analyzed by mathematical reasoning, constructing viable arguments and critiquing the reasoning of others, as well as modeling with mathematics through multiple representations. Professional development opportunities will be provided to teachers to address the reading and writing needs of the students through a variety of manners including formal workshops, faculty meetings, and CPT meetings.	Common Planning Time Meeting Agendas and Notes Faculty Meeting Agendas Professional Development offerings District Common Assessment Data
Apr 15	District Common Assessment results will be reviewed and analyzed by mathematical reasoning, constructing viable arguments and critiquing the reasoning of others, as well as modeling with mathematics through multiple representations. Professional development opportunities will be provided to teachers to address the reading and writing needs of the students through a variety of manners including formal workshops, faculty meetings, and CPT meetings.	Common Planning Time Meeting Agendas and Notes Faculty Meeting Agendas Professional Development offerings District Common Assessment Data
Jul 1	During the 2021-2022 school year, LNA will focus pedagogical practices on constructing viable arguments and critiquing the reasoning of others, as well as modeling with mathematics through multiple representations resulting in an increase in the overall proficiency average of students in grades 3-8 by 8% for fall to spring on the Math Common Assessment. (Baseline = 2020-2021 DUA # 1 = 44.76% Proficient, 2020-2021 DUA # 2 = 40.75% Proficient)	District Common Assessment Data

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide opportunities for teachers to collaborate with each other and the district supervisor on strategies to enhance students' abilities to develop mathematical reasoning, constructing viable arguments and critiquing the reasoning of others, as well as modeling with mathematics through multiple representations.	9/1/21	4/29/22	School Administration, School Specialists, Teaching Staff, District Supervisors

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Provide professional development for teachers to gain a better understanding developing tasks and content to enhance critical thinking and reasoning.	9/1/21	3/31/22	School Administration, School Specialists, Teaching Staff, District Supervisors
3	3	Develop local and district assessments to accurately measure student proficiency on the the areas of mathematical reasoning, critical thinking, and constructing viable arguments.	9/1/21	11/30/21	School Administration, School Specialists, Teaching Staff, District Supervisors
4	3	Teachers collaborate with each other and other teachers within the district to analyze student assessment data in order to inform instruction.	9/30/21	12/16/21	School Administration, School Specialists, Teaching Staff, District Supervisors
5	3	Teachers collaborate with each other and other teachers within the district to analyze student assessment data in order to inform instruction.	2/1/22	5/31/22	School Administration, School Specialists, Teaching Staff, District Supervisors
6	2	Review and reflect on assessment practices throughout the course of the school year.	3/1/22	5/31/22	School Administration, School Specialists, Teaching Staff, District Supervisors

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

During the 2021-2022 school year, LNA will focus pedagogical practices on formulating questions, investigating evidence, and generating explanations for phenomena to explain the world around them. Additionally, instructional strategies will include equitable talk, student sense-making and reasoning, and student voice and feedback to inform planning. Evidence of this focus will be shown in ongoing lesson planning, data from teacher observations and reflections from formal and informal walkthroughs.

Priority Performance Throughout the school year in each of the grade levels, the primary focus of Science has been to formulate questions, investigate evidence, and generate explanations for phenomena to explain the world around them.

Strategy 1: Provide teachers with professional development on the NGSS and the alignment to the district curriculum.

Strategy 2: Continued collaboration and analysis of ongoing student work to enhance instructional strategies to meet the NGSS.

Strategy 3: Development and review of assessment tools used by both teachers and students to identify areas of concern and provide input for future learning.

Target Population: General Education, Special Education, and ELL

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	During Common Planning Time meetings, the teachers unpack the standards for each unit in order to develop aligned common assessments and appropriate rubrics. Completion of fall administration of Science District Unit Assessment.	Common Planning Time meeting note, copies of assessments and rubrics. Science District Unit Assessment Data Student Self Assessment District Common Assessments Lesson Plans Walkthrough Data Observation Data

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Data obtained from the common assessments is analyzed and used to inform daily instruction to meet the needs of individual students.	Common assessment data, data referenced in daily lesson plans. Student Self Assessment District Common Assessments Lesson Plans Walkthrough Data Observation Data
Apr 15	Teachers reflect on the impact of the use of common assessments throughout the year and determine how they need to be adjusted moving forward.	Common Planning Time meeting notes, reflection analysis, plan for 2022-2023 school year. Student Self Assessment District Common Assessments Lesson Plans Walkthrough Data Observation Data
Jul 1	During the 2021-2022 school year, LNA will focus pedagogical practices on formulating questions, investigating evidence, and generating explanations for phenomena to explain the world around them. Additionally, instructional strategies will include equitable talk, student sense-making and reasoning, and student voice and feedback to inform planning. Evidence of this focus will be shown in ongoing lesson planning, data from teacher observations and reflections from formal and informal walkthroughs.	Common Planning Time meeting note, copies of assessments and rubrics. Student Self Assessment District Common Assessments Lesson Plans Walkthrough Data Observation Data

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
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Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Provide students with Project Based Learning program over the summer of 2021	7/6/21	8/13/21	School Administration, School Specialists, Teaching Staff, District Supervisors
2	2	Provide opportunities for teachers to collaborate with each other and the district supervisor on the NGSS and its alignment to district curriculum	9/1/21	11/16/21	School Administration, School Specialists, Teaching Staff, District Supervisors
3	1	Provide professional development for teachers to gain a better understanding of the NGSS and the instructional strategies used to meet the needs of the students.	9/1/21	11/16/21	School Administration, School Specialists, Teaching Staff, District Supervisors
4	3	Develop local and district assessments to accurately measure student proficiency on the NGSS	10/1/21	11/30/21	School Administration, School Specialists, Teaching Staff, District Supervisors
5	2	Teachers collaborate with each other and other teachers within the district to analyze student assessment data in order to inform instruction.	12/1/21	2/15/22	School Administration, School Specialists, Teaching Staff, District Supervisors
6	2	Teachers collaborate with each other and other teachers within the district to analyze student assessment data in order to inform instruction.	2/15/22	4/29/22	School Administration, School Specialists, Teaching Staff, District Supervisors

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
7	3	Review and reflect on assessment practices throughout the course of the school year.	3/1/22	5/27/22	School Administration, School Specialists, Teaching Staff, District Supervisors

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ESSER Summer Program	INSTRUCTION - Personnel Services - Salaries / 100-100	\$40,000	ESSER/ESSER II/ARP
1	ESSER Summer Program	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$3,060	ESSER/ESSER II/ARP

SMART Goal 4

During the 2021-2022 school year, LNA will focus SEL strategies on encouraging student voices in order to empower them to overcome societal biases and barriers. This will have a positive impact on student achievement across all subject areas and grade levels. This will be done through a daily focus on Social Emotional Learning and implementation of district and school-wide events/initiatives. The measurement tool will be a schoolwide survey of all stakeholders focusing on climate, culture, and stakeholder voice given in the fall and spring, showing a positive improvement of 8% when compared to each other.

Priority Performance Misalignment between instructional practices and the social emotional well being of students. There is a high predictability of who succeeds and who fails.

Strategy 1: Provide professional development for all staff to gain a better understanding of the climate, culture, and identities of our students and the community for which we serve.

Strategy 2: Engage in ongoing discussions within SEL and all courses to allow student voices to be heard and understood by all.

Strategy 3: Create an environment of trust and positivity where students and teachers feel comfortable to break down bias barriers.

Target Population: General Education, Special Education, and ELL

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Provide opportunities for teachers to collaborate with each other and the district supervisor on strategies to enhance students' abilities to understand how social emotional issues can have a direct impact on all areas of their lives. Teachers will be able to develop lessons and strategies to allow students to feel more comfortable in the area of social emotional learning and to have their voices be heard.	Common Planning Time Meeting Agendas and Notes Faculty Meeting Agendas Professional Development offerings Schoolwide survey of all stakeholders focusing on climate, culture, and stakeholder voice

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Develop parent and family engagement events to promote healthy social emotional learning and awareness.	Faculty Meeting Agendas Parent and family engagement event agendas Analysis of stakeholder survey on climate, culture, and stakeholder voice
Apr 15	Provide parents opportunities to play a role in the development of parent and family engagement events as well as the social emotional learning curriculum.	Faculty Meeting Agendas Parent and family engagement event agendas Analysis of stakeholder survey on climate, culture, and stakeholder voice
Jul 1	During the 2021-2022 school year, LNA will focus SEL strategies on encouraging student voices in order to empower them to overcome societal biases and barriers. This will have a positive impact on student achievement across all subject areas and grade levels. This will be done through a daily focus on Social Emotional Learning and implementation of district and school-wide events/initiatives. The measurement tool will be a schoolwide survey of all stakeholders focusing on climate, culture, and stakeholder voice given in the fall and spring, showing a positive improvement of 8% when compared to each other.	Schoolwide survey of all stakeholders focusing on climate, culture, and stakeholder voice Analysis and reflection of fall and spring stakeholder surveys on climate, culture, and stakeholder voice

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide opportunities for professional development where teachers gain a better understanding of how to enhance students' abilities to understand how social emotional issues can have a direct impact on all areas of their lives.	9/1/21	11/30/21	School Administration, Family Liaison, Teaching Staff
2	3	Develop and conduct survey of all stakeholders focusing on climate, culture, and stakeholder voice.	9/1/21	11/16/21	School Administration, Family Liaison, Teaching Staff

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	2	Allow teachers and staff to engage in ongoing discussion regarding the importance of SEL and the impact it has on all areas of learning	9/1/21	5/31/22	School Administration, Family Liaison, Teaching Staff
4	3	Provide all stakeholders a voice to express thoughts and opinions on the Social Emotional Learning curriculum and how to best meet the needs of all students.	9/1/21	5/31/22	School Administration, Family Liaison, Teaching Staff
5	2	Conduct spring survey of all stakeholders focusing on climate, culture, and stakeholder voice.	3/1/22	5/31/22	School Administration, Family Liaison, Teaching Staff
6	3	Review and reflect on assessment practices throughout the course of the school year.	3/1/22	5/31/22	School Administration, Family Liaison, Teaching Staff

< SMART Goal 4 - Budget Items: NO DATA >

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus 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	\$289,654	\$0	\$40,000	\$0	\$0	\$0	\$329,654
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$289,654	\$0	\$40,000	\$0	\$0	\$0	\$329,654
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$130,345	\$0	\$3,060	\$0	\$0	\$0	\$133,405
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus 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	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$130,345	\$0	\$3,060	\$0	\$0	\$0	\$133,405
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	\$419,999	\$0	\$43,060	\$0	\$0	\$0	\$463,059

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	\$419,999	\$0	\$419,999
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$419,999	\$0	\$419,999

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

Completed By: Michael Chiodo

Title: Principal

Date: 07/22/2021

District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Richard Jannarone
 Title: School Business Administrator
 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: Richard Jannarone
Title: School Business Administrator
Date: 07/23/2021