New Brunswick High School

District:	NEW BRUNSWICK CITY	School Identification:	NA
County:	MIDDLESEX	Targeted Subgroup	
Team:	NA	CDS:	233530050

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	Ken Redler	Yes	Yes	Yes		
Teacher	Jimmy Pineda	Yes	Yes	Yes		
Teacher/Math Specialist	Adam Latham	Yes	Yes	Yes		
Vice Principal	Christine Damasceno	Yes	Yes	Yes		
Shantel Dabaddy	Teacher/Reading Specialist	Yes	Yes	Yes		
Carmen Tavarez	Teacher/SPED Specialist	Yes	Yes	Yes		
Comprehensive Support	Lee Neamand	No	No	Yes		
Teacher	Garret Conger	Yes	Yes	Yes		

< Sip Team Meetings - NO DATA >

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)
Math CPTs focused on building content knowledge and exploring best practices.	Math	All students				
Improve student attendance and parental awareness of attendance requirements.	all	All students				
Improve student attendance and parental awareness of attendance requirements.	all	All Students				
ELA CPTs focused on building content knowledge and exploring best practices.	ELA	All Students				

	STUDENT ACHIEVEMENT			
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends

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		After reviewing the Performance report for New Brunswick High School, the SCiP team noted that students are not meeting state proficincies in Math or Language Arts. Though the completion of the root cause analysis the team has determined that a SMART goal will be dedicated to each performance area. We noted that females outperformed their male counterparts and that the students counted for ALG 2 were our Freshman and Sophomores. We will review this data and work on plans to dissagregate based on micro subgroupings.
		Schoolwide	29.5%	*	*	40%	*		
		White	36.4%	25%	*	*	*		
		Hispanic	29.4%	*	*	37%	*		
		Black or African American	28.4%	11%	*	*	*		
		Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*		
		American Indian or Alaska Native	*	*	*		*		
		Two or More Races	*	*	*				
		Female	34.6%	*	*	48%	*		
		Male	25.2%	*	*	32%	*		
		Economically Disadvantaged Students	32.2%	*	*	44%	*		
		Non-Economically Disadvantaged Students	27%	*	*	35%	*		
		Students with Disabilities	*	*	*	*	*		
		Students without Disabilities	*	*	*	*	*		
		English Learners	*	*	*	*	*		
		Non-English Learners	*	*	*	*	*		
		Homeless Students	*	*	*	*	*		
		Students in Foster Care	*	*	*				
		Military-Connected Students							
		Migrant Students			*		*		

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data	Observations / Trends
Science*	NJSLA Science Homepage, https:/measinc-nj-science.com/	NJSLA-S					The data team is looking closely at the gaps indicated in the NJSLA science data and making adjustments to the pacing guide to close the gaps.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide			10%		
		White					
		Hispanic			11%		
		Black or African					
		Asian, Native			*		
		American Indian or			*		
		Two or More Races			*		
		Female			10%		
		Male			10%		
		Economically			11%		
		Non-Economical			9%		
		Students with					

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without					
		English Learners			0%		
		Non-English			11%		
		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		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
		Students without Disabilities				

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
		Student Group	ELA	Math		
		English Learners				
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA						1,786 students out of the 2,028 registered in performance matters took the 2nd marking period DUA which is equivalent to a 88% participation rate.

The cycle for giving the benchmark assessments is approximately 4 days giving students 2 days to take the assessment on an "A/B" day schedule. If a student is absent from the class for two consecutive days there is no protocol to allow students to take benchmark assessments. Going forward the high school and the assessments department will be looking into alternative options for students to participate in these assessments after the testing window has closed. |
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	44%	28%	39%		
		10	0%	44%	28%	39%		
		11	0%	44%	28%	39%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		12	0%	44%	28%	39%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	84%	80%	86%	77%		

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	75%	67%	63%	64%		
		11	72%	70%	71%	73%		
		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		479 Students in total achieved proficiency out of the 1,786 students that took DUA2, equivalent to the 27% of the student population that took the assessment., 23% if considering the total school population.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	40%	14.7%	44%		
		10	0%	69.6%	24.1%	43%		
		11	0%	42.6%	44.8%	27%		
		12	0%	38.3%	30%	61%		

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		The math department is still adjusting the benchmarks to reflect curricular changes within all three core math courses. As a result some of the proficiencies from Cycle 1 lower than in cycle 2. We are also implementing an adaptive curriculum design within our self contained and resource level courses and adjusting the benchmark assessments accordingly.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	46%	36%	30%	30%		
		10	41%	34%	58%	55%		
		11	40%	60%	38%	58%		
		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	38.6%		The expected growth as per the NJDOE was 40.9% in ACCESS 2.0 for ELLs. The target was met within one standard deviation. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years.

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	2014	Total # of actively enrolled students for the end of the 2020-2021school year is 1942.	* For the 2020-2021 school year the # of students enrolled in September was 2056.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
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	91.76%	The average absences for actively enrolled students per month was 2,976 absences.	*For the 2020-2021 school year, there is a trend in the increased # of students absences in the months of October, March, May and June. *Interventions to decrease student absences may include: identifying chronically absent students earlier, contacting parents by phone calls, emails and the district messaging platform, conducting home visits, collecting up to date information for guardian contacts, providing student complete schedules, providing attendance public service announcements, holding grade level student meetings explaining the importance of attendance throughout the school year, holding attendance informational events for parents throughout the school year.
		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	22.23%	The final # of students who were chronically absent for the 2020-2021 school year was 619.	* For the 2020-2021 school year, there is a trend in the increased # of students in the beginning of the year (September/October) and the end of the year (April, May, June). * Interventions to decrease school chronic absenteeism may include: identifying chronically absent students earlier, contacting parents by phone calls, emails and the district messaging platform, conducting home visits, collecting up to date information for guardian contacts, providing student complete schedules, providing attendance public service announcements, holding grade level student meetings explaining the importance of attendance throughout the school year holding attendance informational events for
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
					parents throughout the school year.
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	96.24%	Staff absences increased in the months of March (123), April (157), May (236) and June (139).	* For the 2020-2021 school year, there is a trend in the increased # staff absences in the months of March, April, May, and June. * Interventions to decrease staff absences in March, April, May, June may include: enforcing district policy regarding staff absences, ensuring staff provide proper documentation for absences, create staff goals for attendance throughout the school year and have rewards in place for overall school staff attendance.

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 only two suspensions for the 2020-2021 school year.	* The 2020-2021 School Year was virtual from September to April 18th. From April 19th until the end of the school year we were in a hybrid model.
		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	0.10%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

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

COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate	We are working to implement school programming to address chronically absent students as well as discipline practices that lead to higher suspension rates	Based on the 18-19 data we are seeing graduation rates below 80%.
		Schoolwide	79.8%	78.1%		
		White	*	*		
		Hispanic	79.5%	78.1%		
		Black or African American	85.3%	76.2%		
		Asian, Native Hawaiian, or Pacific Islander	*	*		
		American Indian or Alaska Native	*	*		
		Two or More Races	*			
		Economically Disadvantaged Students	81.6%	79.3%		
		Students with Disabilities	85.1%	81.9%		
		English Learners	69.7%	61.5%		
		Homeless Students	*	*		
		Students in Foster Care	*	*		

Data Source	Factors to Consider	Prepopulated Data								Your Data (Provide any additional data	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.	Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu	We have begun implementing programming that addresses the students post secondary goals.	91.2% of students are enrolled in and In-State programs. Many of these may be due to the proximity of both Rutgers and Middlesex County College
		Statewide	56.5	53.8	46.2	87.6	12.4	91.2	8.8		
		White	*	*	*	*	*	*	*		
		Hispanic	55.1	57.8	42.2	87.7	12.3	92.4	7.6		
		Black or African American	65.5	31.6	68.4	89.5	10.5	86.8	13.2		
		Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*		
		American Indian or Alaska Native	*	*	*	*	*	*	*		

Data Source	Factors to Consider	Prepopulated Data								Your Data (Provide any additional data	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Two or More Races									
		Economically Disadvantaged Students	59.6	52.4	47.6	87.5	12.5	90.5	9.5		
		Students with Disabilities	33.3	68.8	31.3	75	25	68.8	31.3		
		English Learners	29.8	70.6	29.4	76.5	23.5	70.6	29.4		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT	Test	% of Students in School	Students enrolled in grade 10 are given the PSAT during a regular school year. The school building is a testing location for the SAT	Most students are not required to take the ACT for admittance into their programs.
		Participating in PSAT	100		
		Participating in SAT	60.6		
		Participating in ACT	6		
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	686	Algebra I continues to be an area of focus at the high school . We have had numerous interruptions with learning due to the pandemic. Instruction will include intervention for unfinished learning as well as additional strategies.	Algebra I will continue to be a area of focus that we will continue to address current grade level content as well as previous grade level.
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	643		
		% 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		After a review of the 22 Danielson components, the SCiP team determined that targeted professional development directly linked to designing coherent instruction with embedded high level tasks that increases student engagement and lead to student achievement were essential. Developing high level tasks and Student engagement will be addressed during content CPTs and SMART Goals 1 and 2 and 3.
		Observation Waiver?	No		
		# Teachers to Evaluate	142		
		# Non-tenure teachers (years 1 & 2)	14		
		# Non-tenure teachers (years 3 & 4)	22		
		# Teachers on CAP	2		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	322		
		# Completed	309		
		# Highly Effective	26		
		# Effective	277		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
		Observations	Total		
		# Partially Effective	5		
		# Ineffective	1		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Family and Community Engagement	The NBHS community will thrive if parents are partners in the education of their children.	% of parents completed the Culture and Climate Survey, approximately 30% of ELL families attended events if they were advertised in Spanish, Parents attend Play it SMART meetings, parents attend Student led conferences meetings	Events that are planned and supported by students are better attended by parents. Parents are more likely to attend events if bilingual services are offered.

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	Content-Focused standards have been identified and developed into SLOs. Curricular Units are closely aligned to the standards and developed around high level SLOs.	Standard 9.1, 9.2 and 9.4 were recently adopted and all staff members will need to become more familiar with the overarching ideas and innovative ways that students can demonstrate mastery. Not all staff members are familiar with how to embed these skills into the SLOs.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	2-Emerging		
Assessment	1	A	3-Developing	District created common assessments have been developed and implemented in Math, Langauge Arts and Science. All content teachers have engaged with the content and been trained on how to disaggregate the data. Most staff uses the data to provide individual student learning scaffolds.	Staff in all content areas need to participate in the development and implementation of common assessments that measure student progress toward mastery of the standards. This data needs to be used to create individual student learning plans with clear growth targets for students.
	2	A	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	4-Sustaining	Teachers participate in weekly PLC's. The structure for PLCs is provided at the district level and supported by content area specialists. During PLCs teachers regularly engage in peer-directed professional learning and share best practices to meet the needs of all students.	Additional opportunities for peer coaching and interest-focused PLCs should be a consideration. Much of the current PLC and PD content is district-directive and leaves little space for teacher choice.
	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	2-Emerging	New Brunswick High School values the uniqueness and strengths of each and every community member. All staff want students to learn and succeed and believe that they act in the best interest of the children. Social and Emotional learning is embedded in the Health and School Counseling Curriculum and innate to the FVPA ensembles. NBHS has a clear discipline policy and all students are provided due-process.	The school-level reentry committee will create intentional structures to ensure that the social and emotional needs of all staff and students is at the root of all instructional practices. Recent conversations have indicated that some discipline policies do not provide the equity which we strive for in NBPS. We will review our discipline policies and consequences, and work with staff members to create safe environments where intelligent discourse is encouraged. we will develop the opportunity for restorative practices that promote social justice for all children.
	2	A	2-Emerging		
	3	A	3-Developing		
	4	A	4-Sustaining		
	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	4-Sustaining	All staff and administrators have been provided adequate training on the Danielson Framework. Observations are viewed as an opportunity for growth and focused on improving teaching and learning.	Staff will be encouraged to observe distinguished staff members and share best practices.

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	Students have shown lower than average proficiency within the standards specific to determining themes and or central ideas. Students also struggle with explaining their reasoning of how they determine themes/central ideas of a text through clear and coherent writing in which the structure of organization and development are appropriate to style and task purpose and audience.	District Unit assessments in ELA shifted from numerous standards of focus to 3 specific standards of focus concentrated on district novels rather than cold reads. Administration of instruction was interrupted by remote learning that transitioned to a semester of ELA rather than 4 MPs.	All Students	1	Develop a building PD Plan to include job-embedded Professional Development to produce rigorous approaches while using best practices for teaching the standard of focus.
				2	Implement a practice of progress monitoring and data reflection to improve instruction and teacher support in PLCs.
				3	Provide time for teacher coaching and curriculum support to build capacity and strengthen best practices.

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	Students have shown lower than average proficiency within the standards specific to equations and expressions from middle school math standards. As a result, this often leads to lower proficiency within the the function and algebra standards addressed within the Algebra I curriculum.	High School students struggle with reasoning at all levels of HS math. Students require a strong foundation for advanced courses. Algebra I represents a major set of content to ensure success in subsequent mathematics course work, both in high school as well as post secondary education.	All Algebra 1 students	1	Develop a building PD Plan to include job embedded Professional Development to produce clear and coherent reasoning and modeling strategies. These strategies should focus on the connections between multiple representations in mathematics reasoning.
				2	Implement a practice of progress monitoring that allows for small tests of change in classroom practice based on both reflection in teaching practice as well as standards based data.
				3	Provide time for teacher coaching and curriculum support to address unfinished learning as a result of virtual teaching during the pandemic

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	Based on 2020-2021 suspension data, students who received special education services were the most likely to be suspended.	Most student discipline was a result of class cuts and not adhering to district policies such as the use of electronic devices.	Students who receive Special Education Services	1	Develop a building cohort of teachers and students focused on building school spirit while creating a cohesive community of learning.
				2	Implement a practice of progress monitoring and reflect on the data to improve instruction and student support in PLCs.
				3	Provide time for teacher coaching and curriculum support for novice and improving teachers.
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

By June 30, 2022 a total of 9% growth will be reflected within each proficiency band (not inclusive of far below) of the last administered district common assessments comparative to base-line data from the beginning of the 2020-2021 school year.

Priority Performance   Students have shown lower than average proficiency within the standards specific to determining themes and or central ideas.

Students also struggle with explaining their reasoning of how they determine themes/central ideas of a text through clear and coherent writing in which the structure of organization and development are appropriate to style and task purpose and audience.

Strategy 1:   Develop a building PD Plan to include job-embedded Professional Development to produce rigorous approaches while using best practices for teaching the standard of focus.

Strategy 2:   Implement a practice of progress monitoring and data reflection to improve instruction and teacher support in PLCs.

Strategy 3:   Provide time for teacher coaching and curriculum support to build capacity and strengthen best practices.

Target Population: All Students

Interim Goals
SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of cycle 1, an increase of 1% growth within each proficiency band (not inclusive of far below) comparative to base-line data of grade level common assessments from the previous school year in ELA standard RL/RI.2: where students determine themes or central ideas of a text and analyze in detail its development over the course of the text, inclusive of how it emerges and is shaped and refined by specific details.	Common assessments baseline data Common assessments Access tests DLM tests Rubric measured reading and writing portfolios

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By the end of cycle 2, an increase of 2% growth within each proficiency band (not inclusive of far below) comparative to MP 1 Common Assessment data of each grade level in ELA standard RL/RI.2: where students determine themes or central ideas of a text and analyze in detail its development over the course of the text, inclusive of how it emerges and is shaped and refined by specific details.	Common assessments baseline data Common assessments Access tests DLM tests Rubric measured reading and writing portfolios
Apr 15	By the end of cycle 3, an increase of 3% growth within each proficiency band (not inclusive of far below) comparative to MP 2 Common Assessment data of each grade level in ELA standard RL/RI.2: where students determine themes or central ideas of a text and analyze in detail its development over the course of the text, inclusive of how it emerges and is shaped and refined by specific details.	Common assessments baseline data Common assessments Access tests DLM tests Rubric measured reading and writing portfolios
Jul 1	By June 30, 2022 a total of 9% growth will be reflected within each proficiency band (not inclusive of far below) of the last administered district common assessments comparative to base-line data from the beginning of the 2020-2021 school year.	Common assessments baseline data Common assessments Access tests DLM tests Rubric measured reading and writing portfolios

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Analyze baseline assessment data to identify baseline proficiency band markers among students in grades 9-12 to plan professional development and CPT trajectories focused on ELA instructional strategies addressing specified standard of focus.	9/8/21	10/15/21	SCIP Committee
2	2	Conduct targeted walkthroughs and provide feedback in debriefing meetings that focus on teachers use of instructional strategies that address the use of complex text, both literary & informational, and activities that tie directly to texts.	9/13/21	5/27/22	Department Supervisor/Principal/ Vice Principals and ELA Specialist

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	3	Require ELA & Social Studies staff to observe peers demonstrating best practices addressing specific standard of focus.	11/15/21	5/6/22	Department Supervisor/ELA Specialist/Vice Principals
4	3	Provide Professional Development to calibrate MP 1 pacing and calibrate the respective district common assessments	9/2/21	10/15/21	Department Supervisor/Principal/ Vice Principals and ELA Specialist
5	1	Review, analyze, and compare common assessment data to identify current levels of proficiency & growth among students in grades 9-12 to adjust professional development plans & CPT activities focused on ELA instructional strategies addressing specified standard of focus based on student need	11/15/21	6/17/22	Principal/Vice Principals and ELA Specialist
6	1	Provide Professional Development to calibrate MP 2 pacing and calibrate the respective district common assessments	11/12/21	12/13/21	Principal/Vice Principals and ELA Specialist
7	1	Provide Professional Development to calibrate MP 3 pacing and calibrate the respective district common assessments	3/14/22	4/15/22	Principal/Vice Principals and ELA Specialist

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Specialist Salary	INSTRUCTION - Personnel Services - Salaries / 100-100	$193,104	Federal Title I (School Allocation)
2	Specialist Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$86,897	Federal Title I (School Allocation)

SMART Goal 2

By June 30, 2022, the percentage of students achieving a score of proficient on the Algebra I District Common Assessments will be 40% or higher.

Priority Performance	Students have shown lower than average proficiency within the standards specific to equations and expressions from middle school math standards. As a result, this often leads to lower proficiency within the the function and algebra standards addressed within the Algebra I curriculum.
Strategy 1:	Develop a building PD Plan to include job embedded Professional Development to produce clear and coherent reasoning and modeling strategies. These strategies should focus on the connections between multiple representations in mathematics reasoning.
Strategy 2:	Implement a practice of progress monitoring that allows for small tests of change in classroom practice based on both reflection in teaching practice as well as standards based data.
Strategy 3:	Provide time for teacher coaching and curriculum support to address unfinished learning as a result of virtual teaching during the pandemic
Target Population:	All Algebra 1 students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By Nov. 15: The percentage of students achieving a score of proficient on the Algebra I District Common Assessment will be 30% or higher.	Benchmark #1 Data Common formative assessments DLM tests portfolios Math Lab Performance

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By Feb 15: By Feb 15, 2022, the percentage of students achieving a score of proficient on the Algebra I District Common Assessment will be 35% or higher.	Benchmark #1 Data Common formative assessments DLM tests portfolios Math Lab Performance
Apr 15	By April 15:By April 15, 2022, the percentage of students achieving a score of proficient on the Algebra I District Common Assessment will be 38% or higher.	Benchmark #1 Data Common formative assessments DLM tests portfolios Math Lab Performance
Jul 1	By June 30, 2022, the percentage of students achieving a score of proficient on the Algebra I District Common Assessments will be 40% or higher.	Benchmark #1 Data Common formative assessments DLM tests portfolios Math Lab Performance

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide Professional Development on utilizing multiple representations and making connections between them within MP 1 curriculum	9/1/21	11/15/21	Department Supervisor/Specialist/Vice Principal
2	1	Provide Professional Development on utilizing multiple representations and making connections between them within MP 2 curriculum	11/16/21	2/15/22	Department Supervisor/Specialist/Vice Principal

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Provide Professional Development on utilizing multiple representations and making connections between them within MP 3 curriculum	2/16/22	4/15/22	Department Supervisor/Specialist/Vice Principal
4	1	Provide Professional Development on utilizing multiple representations and making connections between them within MP 4 curriculum	4/16/22	6/30/22	Department Supervisor/Specialist/Vice Principal
5	2	Conduct targeted walkthroughs and provide feedback in debrief meetings that focus on teachers instructional strategies and connection to multiple representations	9/1/21	11/15/21	Department Supervisor/Specialist/Vice Principal
6	2	Conduct targeted walkthroughs and provide feedback in debrief meetings that focus on teachers instructional strategies and connection to multiple representations	11/16/21	2/15/22	Department Supervisor/Specialist/Vice Principal
7	2	Conduct targeted walkthroughs and provide feedback in debrief meetings that focus on teachers instructional strategies and connection to multiple representations	2/16/22	4/15/22	Department Supervisor/Specialist/Vice Principal
8	2	Conduct targeted walkthroughs and provide feedback in debrief meetings that focus on teachers instructional strategies and connection to multiple representations	4/18/22	6/30/22	Department Supervisor/Specialist/Vice Principal
9	3	Require Algebra I staff to observe 1 peer and reflect on best practices.	9/1/21	11/15/21	Department Supervisor/Specialist/Vice Principal
10	3	Require Algebra I staff to observe 1 peer and reflect on best practices.	11/16/21	2/15/22	Department Supervisor/Specialist/Vice Principal
11	3	Require Algebra I staff to observe 1 peer and reflect on best practices.	2/16/22	4/15/22	Department Supervisor/Specialist/Vice Principal
12	3	Require Algebra I staff to observe 1 peer and reflect on best practices.	4/18/22	6/30/22	Department Supervisor/Specialist/Vice Principal
13	2	Analyze baseline assessment data to identify current levels of proficiency among students in Algebra I	9/1/21	11/15/21	Department Supervisor/Specialist/Vice Principal

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
14	3	Provide targeted Professional Development to support students unfinished learning in connection with on grade level standards	9/1/21	11/15/21	Department Supervisor/Specialist/Vice Principal
15	3	Provide targeted Professional Development to support students unfinished learning in connection with on grade level standards	11/16/21	2/15/22	Department Supervisor/Specialist/Vice Principal
16	3	Provide targeted Professional Development to support students unfinished learning in connection with on grade level standards	2/16/22	4/15/22	Department Supervisor/Specialist/Vice Principal
17	3	Provide targeted Professional Development to support students unfinished learning in connection with on grade level standards	4/18/22	6/30/22	Department Supervisor/Specialist/Vice Principal
18	3	Provide ongoing and embedded professional development and coaching with individual teachers that addresses Math strategies specific to standards identified as below proficiency in baseline data and ongoing assessments.	9/1/21	11/15/21	Department Supervisor/Specialist/Vice Principal
19	3	Provide ongoing and embedded professional development and coaching with individual teachers that addresses Math strategies specific to standards identified as below proficiency in baseline data and ongoing assessments.	11/16/21	2/15/22	Department Supervisor/Specialist/Vice Principal
20	3	Provide ongoing and embedded professional development and coaching with individual teachers that addresses Math strategies specific to standards identified as below proficiency in baseline data and ongoing assessments.	2/16/22	4/15/22	Department Supervisor/Specialist/Vice Principal
21	3	Provide ongoing and embedded professional development and coaching with individual teachers that addresses Math strategies specific to standards identified as below proficiency in baseline data and ongoing assessments.	4/18/22	6/30/22	Department Supervisor/Specialist/Vice Principal
22	3	Provide ongoing and embedded professional development and coaching with individual	9/1/21	11/15/21	Department Supervisor/Specialist/Vice Principal
23	3	Provide ongoing and embedded professional development and coaching with individual	11/16/21	2/15/22	Department Supervisor/Specialist/Vice Principal

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
24	3	Provide ongoing and embedded professional development and coaching with individual	2/16/22	4/15/22	Department Supervisor/Specialist/Vice Principal
25	3	Provide ongoing and embedded professional development and coaching with individual	4/18/22	6/30/22	Department Supervisor/Specialist/Vice Principal
26	1	teachers that addresses connections between multiple representations in modeling mathematics	9/1/21	11/15/21	Department Supervisor/Specialist/Vice Principal
27	1	teachers that addresses connections between multiple representations in modeling mathematics	11/16/21	2/15/22	Department Supervisor/Specialist/Vice Principal
28	1	teachers that addresses connections between multiple representations in modeling mathematics	2/16/22	4/15/22	Department Supervisor/Specialist/Vice Principal
29	1	teachers that addresses connections between multiple representations in modeling mathematics	4/18/22	6/30/22	Department Supervisor/Specialist/Vice Principal
30	1	Provide Professional Development to calibrate MP 1 pacing and calibrate the respective district common assessments	9/7/21	10/15/21	Department Supervisor/Specialist/Vice Principal
31	1	Provide Professional Development to calibrate MP 2 pacing and calibrate the respective district common assessments	11/12/21	12/15/21	Department Supervisor/Specialist/Vice Prinicipal
32	1	Provide Professional Development to calibrate MP 3 pacing and calibrate the respective district common assessments	1/14/22	2/14/22	Department Supervisor/Specialist/Vice Principal
33	1	Provide Professional Development to calibrate MP 4 pacing and calibrate the respective district common assessments	3/15/22	4/15/22	Department Supervisor/Specialist/Vice Principal
34	1	Summer Program to support student math development	7/19/21	8/13/21	Summer School Head Teacher

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
34	Summer School Staff	INSTRUCTION - Personnel Services - Salaries / 100-100	$50,000	ESSER/ESSER II/ARP
34	Summer School Staff	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$3,825	ESSER/ESSER II/ARP

SMART Goal 3

By June 2022, the monthly suspension rate for students with disabilities will be below 12% for in-school and below 9% for out of school suspension.

Priority Performance   Based on 2020-2021 suspension data, students who received special education services were the most likely to be suspended.

Strategy 1:   Develop a building cohort of teachers and students focused on building school spirit while creating a cohesive community of learning.

Strategy 2:   Implement a practice of progress monitoring and reflect on the data to improve instruction and student support in PLCs.

Strategy 3:   Provide time for teacher coaching and curriculum support for novice and improving teachers.

Target Population: Students who receive Special Education Services

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, monthly In-School suspension rates will be below 15% and out of school suspension will be below 15% for students who receive special education services.	School Information System (Daily, weekly, and monthly discipline reports) Mentor logs and description of support Intervention program attendance participation
Feb 15	By the end of Cycle 1, monthly In-School suspension rates will be below 15% and out of school suspension will be below 13% for students who receive special education services.	School Information System (Daily, weekly, and monthly discipline reports) Mentor logs and description of support Intervention program attendance participation

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	By the end of Cycle 3, monthly In-School suspension rates will be below 12% and out of school suspension will be below 9% for students who receive special education services.	School Information System (Daily, weekly, and monthly discipline reports) Mentor logs and description of support Intervention program attendance participation
Jul 1	By June 2022, the monthly suspension rate for students with disabilities will be below 12% for in-school and below 9% for out of school suspension.	School Information System (Daily, weekly, and monthly discipline reports) Mentor logs and description of support Intervention program attendance participation

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Use the school-based Climate and Culture team to create targeted short surveys for staff and students focused on how to build school spirit	7/2/21	7/30/21	Building Principal, District Community Agent
2	2	Analyze survey results from staff and students	8/2/21	8/31/21	Building Principal, District Community Agent, Climate and Culture Team
3	1	Implement activities monthly/bimonthly that are focused on building school spirit	9/1/21	6/21/22	Climate and Culture Team
4	1	Convene the Social Justice Committee to train and develop so their voice and agency are heard to provide alternative/restorative discipline resolution for Tier 1 minor policy infractions.	9/1/21	6/21/22	Building Administration, Social Justice Committee

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	3	Provide Social Justice, Restorative Practices, Trauma-Informed Professional Development to all cohorts of staff members	9/1/21	6/21/22	Building Administration, Professional Development Supervisor
6	3	Develop PSAs that educate staff, students and parents about restorative practices including mediation	9/1/21	6/21/22	Building Administration, Climate and Culture Team, Social Justice Committee
7	3	Develop PSAs that educate staff, students and parents about SEL/ trauma- informed classrooms	9/1/21	6/21/22	Building Administration, Climate and Culture Team, Social Justice Committee, School Counselors and Child Study Team
8	2	Convene committee to review discipline data and reflect on success of SEL, Restorative Practices, trauma informed practices and make adjustments if necessary.	9/7/21	10/15/21	Building Administration, Social Justice Committee, Climate and Culture Team, School Counselors and Child Study Team
9	2	Convene committee to review discipline data and reflect on success of SEL, Restorative Practices, trauma informed practices and make adjustments if necessary.	11/15/21	12/15/21	Building Administration, Social Justice committee, SCT, School Counselors, and Child Study Team

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
10	2	Convene committee to review discipline data and reflect on success of SEL, Restorative Practices, trauma informed practices and make adjustments if necessary.	1/14/22	2/15/22	Building Administration, Socials Justice Committee, SCT, School Counselors, and CST
11	2	Convene committee to review discipline data and reflect on success of SEL, Restorative Practices, trauma informed practices and make adjustments if necessary.	3/15/22	4/15/22	Building Administration, Socials Justice Committee, SCT, School Counselors, and CST

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 4

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

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$0	$193,104	$0	$50,000	$0	$0	$0	$243,104
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	$193,104	$0	$50,000	$0	$0	$0	$243,104
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	$86,897	$0	$3,825	$0	$0	$0	$90,722
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	$86,897	$0	$3,825	$0	$0	$0	$90,722
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	$280,001	$0	$53,825	$0	$0	$0	$333,826

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	$280,001	$0	$280,001
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$0	$280,001	$0	$280,001

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	
		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: Ken Redler

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.

Certified By: Richard Jannarone

Title: School Business Adminstrator

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 Adminstrator

Date: 07/23/2021