

Mckinley Community School

District: NEW BRUNSWICK CITY

County: MIDDLESEX

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 233530110

# 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	Janene Rodriguez	Yes	Yes	Yes		
Vice Principal	Kevin Jarido	Yes	Yes	Yes		
Vice Principal	Steven Louka	Yes	Yes	No		
Teacher	Shan Byrd	Yes	No	No		
Reading Specialist	Carol Giordano	Yes	Yes	No		
K-5 Math Specialist	Felix Hui	Yes	Yes	No		
6-8 Math Specialist	Michal Freidman	Yes	Yes	No		

### ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/18/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
10/13/2021	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment	No	No
05/27/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/03/2021	Prior Year Evaluation	Yes	Yes
06/18/2021	Smart Goal Development	Yes	Yes
06/30/2021	Smart Goal Development	No	No

### Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
PBSIS Initiative/SEL Days	Climate and Culture	All students	Yes	No	No	The SEL component was successful in that all teachers were implementing the same lesson plans and activities. Being virtual most of the year made it difficult to implement the PBSIS initiatives or the SEL days.
Guided Reading	ELA	All students	Yes	No	Yes	In specific grades, guided reading was successful especially Kindergarten. The virtual environment made it difficult to implement Guided Reading with fidelity.
Number talks	Math	All students	No	Yes	Yes	Math assessments in grades 1-5 indicated significant growth in math.
Extended School Day	Math and ELA	Students reading below grade level	Yes	No	No	The virtual environment contributed to student absences as well as implementing Guided Reading with fidelity. Homework help was successful in reference to the number of students who attended.

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. <a <="" _blank"&gt;link&lt;="" a&gt;="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <td data-bbox="775 284 992 347">Student Group</td> <td data-bbox="999 284 1072 347">ELA</td> <td data-bbox="1079 284 1153 347">Math</td> <td data-bbox="1160 284 1234 347">Alg1</td> <td data-bbox="1240 284 1314 347">Alg2</td> <td data-bbox="1321 284 1395 347">Geo</td> <td colspan="3" data-bbox="1413 284 1805 347">           ELA Reading Levels            Below On         </td> <td data-bbox="1812 284 2179 1417" rowspan="20">           Most gains were in the early elementary grade levels. Grades 4 and 6, saw no gains as 100% of students in these two grade levels are reading below grade level. One hundred percent of students in our self contained classes are reading below grade level.             Math            All but three grade levels saw gains in students meeting proficiency from DUA 2 to DUA 3.         </td> </a>	Student Group	ELA	Math	Alg1	Alg2	Geo	ELA Reading Levels Below On			Most gains were in the early elementary grade levels. Grades 4 and 6, saw no gains as 100% of students in these two grade levels are reading below grade level. One hundred percent of students in our self contained classes are reading below grade level.  Math All but three grade levels saw gains in students meeting proficiency from DUA 2 to DUA 3.																
		Schoolwide	25.1 %	20.2%	*			Above K: 4% 94% 2%																			
		White						1: 46 29 25																			
		Hispanic	26.7 %	23.5%	*			2: 60 28 12																			
		Black or African American	20.8 %	11.5%	*			3: 88 6 6																			
		Asian, Native Hawaiian, or Pacific Islander						4: 100 0 0																			
		American Indian or Alaska Native						5: 89 8 3																			
		Two or More Races						6: 100 0 0																			
		Female	31.9 %	19.9%	*			7: 90 10 0																			
		Male	18.8 %	20.4%	*			8: 86 14 0																			
		Economically Disadvantaged Students	23.7 %	18.9%	*			Math Scores from District DUAs DUA II																			
		Non-Economically Disadvantaged Students	26.8 %	21.7%	*			3rd Gr. 34% met proficiency																			
		Students with Disabilities	*	*				4th Gr. 14% met proficiency																			
		Students without Disabilities	*	*	*			5th Gr. 38% met proficiency																			
		English Learners	*	*				6th Gr. 20% met proficiency																			
		Non-English Learners	*	*	*			7th Gr. 46% met proficiency																			
		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
			<p>8th Gr. 26% met proficiency</p> <p>DUA III</p> <p>3rd Gr. 25% met proficiency</p> <p>4th Gr. 29% met proficiency</p> <p>5th Gr. 47% met proficiency</p> <p>6th Gr. 10% met proficiency</p> <p>7th Gr. 36% met proficiency</p> <p>8th Gr. 37% met proficiency</p>	

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>	NJSLA-S				Science Benchmarks from 2019-2020 School Year	Benchmark Data from December assessment indicates an increase in student performance from the NJSLA science assessment. On the 5th grade NJSLA Science assessment, African American students scored higher than Hispanic students and school wide.
		Student Group	Grade 5	Grade 8	Grade 11	Science Benchmarks	
		Schoolwide	11%	3%		Third Grade 15.00%	
		White	*	*		Fourth Grade 45.00%	
		Hispanic	9%	5%		Fifth Grade 32.00%	
		Black or African	17%	0%		Sixth Grade 17.00%	
		Asian, Native	*	*		Seventh Grade 44.00%	
		American Indian or	*	*		Eighth Grade 32.00%	
		Two or More Races	*	*			
		Female	10%	7%			
		Male	12%	0%			
		Economical ly	11%	8%			
		Non-Economical	11%	0%			
		Students with		0%			

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without		5%			
		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	Students scored 40% in ELA which was consistent with Hispanic students. There was little discrepancy in the difference between Black and Hispanic students. In math, Hispanic students scored slightly higher than Black students and school wide. Males students scored significantly higher growths in ELA than females.	School wide the data remain consistent as students in ELA perform equally and demonstrate a .5 reduction in data in Mathematics. Hispanic students demonstrate a 4% increase in ELA and a 5% increase in Mathematics. As African American students are under performing in relation to the school and Hispanic students.
		Schoolwide	40%	29%		
		White				
		Hispanic	40%	30%		
		Black or African American	38%	28%		
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female	31%	27%		
		Male	45%	31%		
		Economically Disadvantaged	40%	31%		
		Non-Economically Disadvantaged				
		Students with Disabilities	44%	43%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	47%	32.5%		
		Non-English Learners				
		Homeless Students	*	*		
		Students in Foster Care	*	*		
		Military-Connected Students				
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					Participation in ELA assessments rates for 3 grade levels met or exceeded 95%. This was consistent with the attendance rates for these grade levels. Grade levels which experienced high absenteeism, saw lower levels of participation rates.  Participation in math was very similar to the trends seen in ELA assessments. Initially, there was success in reaching students virtually to complete the assessments, which can be seen in the high participation rates in DUA I. As the year progressed, fewer students participated in the assessment.	
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	89%		
		1	0%	0%	0%	98%		
		2	0%	0%	0%	95%		
		3	0%	0%	0%	98%		
		4	0%	0%	0%	92%		
		5	0%	0%	0%	82%		
		6	0%	0%	0%	88%		
		7	0%	0%	0%	83%		
		8	0%	0%	0%	11%		
		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%		
		<b>Math</b>						
		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	91%	94%	95%	0%		
		4	98%	100%	100%	0%		
		5	100%	82%	95%	0%		
		6	97%	55%	55%	0%		
		7	100%	27%	69%	0%		
		8	96%	26%	61%	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	The grade level with the greatest gains was Kindergarten, then first grade and second grade. Guided reading was successful in the early primary grades. There was little to no growth in reading levels in middle elementary and middle school grades.	The grade level with the greatest gains was Kindergarten, then first grade and second grade. Guided reading was successful in the early primary grades. There was little to no growth in reading levels in middle elementary and middle school grades.
		K	0%	0%	0%	97%		
		1	0%	0%	0%	54%		
		2	0%	0%	0%	40%		
		3	0%	0%	0%	6%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	8%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	10%		
		8	0%	0%	0%	14%		
		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		Students were more successful in math gains than ELA gains. There were significant loss of students meeting proficiency as the year progressed. The high chronic absenteeism this year may have contributed to the decline in the number of students meeting proficiency.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	60%	33.3%	24%	0%		
		4	21%	14%	28.6%	0%		
		5	15%	37.8%	46.5%	0%		
		6	51%	15%	10%	0%		
		7	23%	45%	12%	0%		
		8	58%	26.6%	28%	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	30.4%		



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	570		N/A
		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	99.90%		
		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	35.99%	There was a significant increase in the number of chronically absent students. This was most significant in the early elementary grades. Percentage of grade level of chronically absent students pre-k: 12% K: 15% 1: 13% 2: 12% 3: 11% 4: 8% 5: 5% 6: 11% 7: 6% 8: 6%	The data is consistent with the highest percentage of chronically absent students in the lower grades levels when we were in seat.
		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	99.94%	Staff attendance was higher this year when we were virtual then when we were in seat.	

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%	Disciplinary infractions were non-existent this year.	
		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		Student participation rate: 16% Staff participation rate: 38% Parent Participation rate: 0%	Limited access to students and parents impacted participation in the survey this year.

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	10		
		% 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	The majority of the staff is tenured. 92% of the staff is effective in their instructional practice, while only 7% is highly effective and less than 1% partially effective.	
		Observation Waiver?	No		
		# Teachers to Evaluate	71		
		# Non-tenure teachers (years 1 & 2)	2		
		# Non-tenure teachers (years 3 & 4)	12		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	24		
		<b>Observations</b>	<b>Total</b>		
		# Scheduled	171		
		# Completed	171		
		# Highly Effective	12		
		# Effective	158		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		
		# Partially Effective	1		
		# Ineffective	0		



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< Other Indicators - NO DATA >

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## 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	Attention has been given to developing specific learning objectives that are tied to specific standards. Teachers often use student data to determine which areas of the curriculum need reteaching.	More attention and emphasis must be placed on developing lessons that are aligned to career and college readiness.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	2-Emerging		
Assessment	1	A	3-Developing	Common assessments have been developed district wide to assess students.	Teachers should begin to develop pre-assessments to determine individual learning outcomes for students. Additionally, more common grade level assessments need to be developed.
	2	A	1-Not Addressed		
	3	A	2-Emerging		
Professional Learning Community (PLC)	1	A	3-Developing	PLCs are established and meet regularly once a week. Agendas are set in advance and focus on instruction.	Structures have not been put in place to address conflict nor have structures been put in place to have PLCs more than once a week.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	1-Not Addressed		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	A lot of work has been done to establish a common efficacy regarding setting behavior norms and common school values. Teachers all teach SEL lessons that are developed by the school social worker and guidance counselor.	More work must be done to differentiate instruction for students in all content areas. Guided reading in grades k-5, differentiate reading material based on student reading levels. More work must also be done in fostering student choice in classroom assignments.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	2-Emerging		
	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	4-Sustaining		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Teachers are aware of the evaluation process and the correlation between instruction and SGOs.	Yearly training of the evaluation model as well as SGO development will continue.

## Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Reading assessment data indicates that only 6% in students in grades 3-5 were reading on grade level at the end of the 2020-2021 academic year.	Small groups, where students are intended to get more nuanced instruction, were difficult to create and foster during virtual learning.	All students	1	More targeted professional development in Guided Reading
				2	Increase data analysis of running records and adjustment of reading groups
				3	Modeling of components of effective interventions for struggling students.
Curriculum and Standards	MS Math assessments indicate that only 34% of MS students scored proficient or exceeded proficiency on their mid year district assessment and only 27% of MS students scored proficiency or exceeded proficiency on their end of year district assessment.	Grade level curriculum does not address foundational computational skills, assuming students have mastered it previously.	6-8	1	Students need more practice on foundational computational skills so they can build academic self-esteem and perform calculations quickly and accurately
				2	Students need to build conceptual understanding of major math concepts
				3	Instruction must address students ability to write out explanations of math concepts
Assessment/Data Analysis	District Science DUA indicate that students are scoring less than 45% proficiency in grades 3-8.  Third Grade           15.00% Fourth Grade        45.00% Fifth Grade           32.00% Sixth Grade          17.00% Seventh Grade   44.00% Eighth Grade        32.00%	Science is not prioritized in elementary grades. When students reach middle school, where science is departmentalized, they lack the science foundations.	3-5	1	Students need to spend more time building science aptitude
				2	Instruction in science must address the NGSS.
				3	Professional development must be provided for teachers emphasizing effective implementation of NGSS.



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	Students with chronic absenteeism was 32.9% this year. The following grades exceeded the 32% chronic absence rate; 1st: 41%, k: 47%, 2nd 39%.	Students in early elementary school were very depended on their parents to sign them on to virtual school.	K-5	1	Instruct parents in early elementary on the significance of learning and school attendance.
				2	Hold school wide events celebrating students with exceptional attendance.
				3	Engage the drop out prevention officer and attendance committee in addressing students with chronic absences early in the year.

## SMART Goal 1

By June 30, 2022, students in grades 3-5 reading on grade level will increase by 160% resulting in 20% of students reading on or above reading level as evidenced by performance on ELA benchmark assessments, and end of year DRA/Lexile levels.

Priority Performance Reading assessment data indicates that only 6% in students in grades 3-5 were reading on grade level at the end of the 2020-2021 academic year.

Strategy 1: More targeted professional development in Guided Reading

Strategy 2: Increase data analysis of running records and adjustment of reading groups

Strategy 3: Modeling of components of effective interventions for struggling students.

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 I, teachers will review end of year lexile levels and place students in reading groups. Teachers will keep running records of students, re-configuring student groups every six to eight weeks based on assessment results.	EOY reading levels Reading groups Running records lesson plans
Feb 15	By the end of cycle II, 15% of overall students in grades 3-5 will show an increase in their growth in the English Language Arts CCSS by a minimum of 10% as evidenced by standards aligned ELA assessments and MOY lexile reading levels.	DUA I data MOY lexile levels
Apr 15	By the end of cycle III, 35% of overall students in grades 3-5 will show an increase in their growth in the English Language Arts CCSS by a minimum of 15% as evidenced by standards aligned ELA assessments and MOY lexile reading levels.	DUA II data

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 30, 2022, students in grades 3-5 reading on grade level will increase by 160% resulting in 20% of students reading on or above reading level as evidenced by performance on ELA benchmark assessments, and end of year DRA/Lexile levels.	DUA III data EOY lexile levels

## Action Steps

### SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Review prior year data, identify trends, as well as grade levels/teachers who demonstrate high percentage of proficiency as well as low percentage of proficiency.	7/1/21	11/15/21	Administration, Reading Specialist, BSI Teachers
2	2	Administer state assessment to determine the proficiency levels of students	9/13/21	11/15/21	Administration, Reading Specialist, Teachers
3	3	Determine reading groups based on prior year reading levels. Evaluate data from running records to re-configure reading groups.	9/9/21	11/15/21	Administration, Reading Specialist, BSI Teachers, Teachers
4	1	Develop professional development to address standards and areas of low proficiency as well as increase teacher instructional strategies.	9/9/21	11/15/21	Administration, Reading Specialist,
5	2	Model during CPTs instructional strategies.	9/9/21	11/15/21	Reading Specialist,
6	3	Conduct classroom visits to assess the fidelity of the implementation of modeled instructional strategies	9/9/21	11/15/21	Administration, Reading Specialist,
7	1	Analyze student work and data during CPTs to evaluate the effectiveness of strategies and develop additional strategies.	9/9/21	11/15/21	Administration, Reading Specialist, Teachers
8	2	Administer DUA assessment	11/16/21	2/15/22	Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
9	3	Review DUA data, identify trends, as well as grade levels/teachers who demonstrate high percentage of proficiency as well as low percentage of proficiency.	11/16/21	2/15/22	Administration, Reading Specialist, BSI Teachers, Teachers
10	1	Model during CPTs instructional strategies to address areas of deficiencies on assessments	11/16/21	2/15/22	Reading Specialist
11	2	Conduct classroom visits to assess the fidelity of the implementation of modeled instructional strategies	11/16/21	2/15/22	Administration, Reading Specialist,
12	3	Analyze student work and data during CPTs to evaluate the effectiveness of strategies and develop additional strategies	11/16/21	2/15/22	Administration, Reading Specialist, BSI Teachers, Teachers
13	1	Administer DUA assessment	2/16/22	4/15/22	Teachers
14	2	Review DUA data, identify trends, as well as grade levels/teachers who demonstrate high percentage of proficiency as well as low percentage of proficiency.	2/16/22	4/15/22	Administration, Reading Specialist, BSI Teachers, Teachers
15	3	Model during CPTs instructional strategies to address areas of deficiencies on assessments.	2/16/22	4/15/22	Reading Specialist
16	1	Conduct classroom visits to assess the fidelity of the implementation of modeled instructional strategies	2/16/22	4/15/22	Administration, Reading Specialist
17	2	Analyze student work and data during CPTs to evaluate the effectiveness of strategies and develop additional strategies	2/16/22	4/15/22	Administration, Reading Specialist, BSI Teachers, Teachers
18	3	Evaluate running records to determine student growth.	4/16/22	6/30/22	Administration, Reading Specialist, BSI Teachers, Teachers
19	1	Administer end of year assessment to determine student growth.	4/16/22	6/30/22	Teachers



## Budget Items

### SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	mckinley Federal Title I School Allocation 289655 200-200 130344 Basic Skills Teachers and Specialists	INSTRUCTION - Personnel Services - Salaries / 100-100	\$130,344	Federal Title I (School Allocation)
1	ESSER 100-100 40,000 200-200 3060 Summer School Salaries	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$40,000	Federal Title I (School Allocation)

## SMART Goal 2

In order to increase student problem solving, collaboration, communication, engagement, confidence and overall achievement, 75% of targeted student populations will participate in the supplemental ST Math program resulting in a 10% growth in overall proficiency on math assessments.

**Priority Performance** MS Math assessments indicate that only 34% of MS students scored proficient or exceeded proficiency on their mid year district assessment and only 27% of MS students scored proficiency or exceeded proficiency on their end of year district assessment.

**Strategy 1:** Students need more practice on foundational computational skills so they can build academic self-esteem and perform calculations quickly and accurately

**Strategy 2:** Students need to build conceptual understanding of major math concepts

**Strategy 3:** Instruction must address students ability to write out explanations of math concepts

**Target Population:** 6-8

### Interim Goals

#### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of cycle I, all middle school math teachers will be trained in ST math and create a daily schedule indicating where ST math will be used in the lesson. All middle school students, grades 6-8, will have an ST math account set up. All middle school math teachers will administer the math pre-assessment.	ST math roster Lesson plans Pre-assessment data
Feb 15	By the end of cycle II, 35% of students in grades 6-8 will show an increase in their growth in Math CCSS by a minimum of 10% as evidenced by Common Core aligned Math assessments	ST math data Lesson Plans DUA II data
Apr 15	By the end of cycle III, 65% of students in grades 6-8 will show an increase in their growth in Math CCSS by a minimum of 10% as evidenced by Common Core aligned Math assessments	ST math data Lesson plans DUA III data

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	In order to increase student problem solving, collaboration, communication, engagement, confidence and overall achievement, 75% of targeted student populations will participate in the supplemental ST Math program resulting in a 10% growth in overall proficiency on math assessments.	ST math data Lesson plans DUA IV data

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Review prior years data. Identify trends in learning gaps.	7/1/21	11/15/21	Administration, Math specialist
2	2	Train all teachers in ST math	7/1/21	11/15/21	Administration, teachers, ST Math
3	3	Administer pre-assessment and analyze data identifying trends in content areas.	7/1/21	11/15/21	Administration, Teachers, Math Specialist
4	1	Develop Professional Development to address standards and areas of low proficiency as well as well as increase teacher instructional strategies.	7/1/21	11/15/21	Administration, Math specialist
5	2	Conduct targeted classroom visits to assess the fidelity of the implementation of the instructional strategies.	7/1/21	11/15/21	Administration, Math Specialist
6	3	During CPT meetings, discuss the success/failures of the strategy as well as trends seen during classroom visits. Discuss ST math data.	7/1/21	11/15/21	Administration, Teachers, Math Specialist, Technology specialist
7	1	Administer district unit I assessment to determine the level of proficiency for all students as well as sub groups as another source of data	11/16/21	2/15/22	Teachers, math specialist

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
8	2	Review assessment data. Identify trends on specific standards, as well as grade levels/teachers who demonstrate high percentage of proficiency as well as low percentages of proficiency.	11/16/21	2/15/22	Administration, math specialist, teachers
9	3	Implement Professional Development to address standards and areas of low proficiency as well as well as increase teacher instructional strategies.	11/16/21	2/15/22	Administration, math specialist, teachers
10	1	Conduct targeted classroom visits to assess the fidelity of the implementation of the instructional strategies.	11/16/21	2/15/22	Administration, math specialist
11	2	During CPT meetings, discuss the success/failures of the strategy as well as trends seen during classroom visits.	11/16/21	2/15/22	Administration, math specialist, teachers
12	3	Administer district unit II assessment to determine the level of proficiency for all students as well as sub groups.	2/16/22	4/15/22	Teachers, math specialist
13	1	Review assessment data. Identify trends as well as grade levels/teachers who demonstrate high percentage of proficiency as well as low percentages of proficiency.	2/16/22	4/15/22	Administration, Teachers, Math Specialist, Technology specialist
14	2	Implement Professional Development to address standards and areas of low proficiency as well as well as increase teacher instructional strategies.	2/16/22	4/15/22	Administration, Teachers, Math Specialist, Technology specialist
15	3	Conduct targeted classroom visits to assess the fidelity of the implementation of the instructional strategies.	2/16/22	4/15/22	Administration, Math Specialist
16	1	During CPT meetings, discuss the succss/failures of the strategy as well as the trends seen during classroom visits	2/16/22	4/15/22	Administration, Teachers, Math Specialist, Technology specialist

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
17	2	Administer Unit III district unit assessment to determine the level of proficiency for all students as well as sub groups.	4/16/22	6/30/22	
18	3	Review assessment data. Identify trends as well as grade levels/teachers who demonstrate high percentage of proficiency as well as low percentages of proficiency.	4/16/22	6/30/22	
19	1	Determine, based on data, whether goal was met. If goal was not met, determine root causes.	4/16/22	6/30/22	

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< SMART Goal 2 - Budget Items: NO DATA >

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## SMART Goal 3

By June 2022, all teachers in grades 3-5 will challenge students through project based learning and to stimulate students' love for Science. Teachers will develop structures in which rigor and high expectations are evident in every classroom through the use of guided-inquiry approach to encourage problem solving and engagement.

Priority Performance                      District Science DUA indicate that students are scoring less than 45% proficiency in grades 3-8.

Third Grade	15.00%
Fourth Grade	45.00%
Fifth Grade	32.00%
Sixth Grade	17.00%
Seventh Grade	44.00%
Eighth Grade	32.00%

Strategy 1:                      Students need to spend more time building science aptitude

Strategy 2:                      Instruction in science must address the NGSS.

Strategy 3:                      Professional development must be provided for teachers emphasizing effective implementation of NGSS.

Target Population:              3-5

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of cycle I, all 3-5 teachers will complete a NGSS and PBL proficiency survey to gauge their level of comfort engaging in inquiry based instruction. Results from the survey will guide professional development.	Survey results, professional development schedule
Feb 15	By the end of cycle II, all teachers in grades 3-5 will develop a project based learning activity for students to participate. All teachers will participate in at least one PBL and inquiry based professional development.	Lesson plans, classroom visit anecdotes, professional development agenda

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	By the end of cycle III, all teachers will develop a second project based learning activity for students to participate. All teachers will participate in at least two PBL and inquiry based professional development.	Lesson plans, classroom visit anecdotes, professional development agenda
Jul 1	By June 2022, all teachers in grades 3-5 will challenge students through project based learning and to stimulate students' love for Science. Teachers will develop structures in which rigor and high expectations are evident in every classroom through the use of guided-inquiry approach to encourage problem solving and engagement.	Lesson plans, classroom visit anecdotes, academic fair projects

## Action Steps

### SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Develop and administer a NGSS/PBL survey to all 3-5 science teachers.	7/1/21	11/15/21	Administration, teachers
2	2	Analyze survey results and determine professional development needs.	7/1/21	11/15/21	Administration
3	3	Conduct professional development for staff in the use of inquiry based PBL activities.	7/1/21	11/15/21	Administration
4	1	Conduct classroom visits to observe the fidelity of the implementation of guided inquiry based science lessons.	7/1/21	11/15/21	Administration
5	2	During CPT meetings, discuss guided inquiry based science lessons and outcomes	11/16/21	2/15/22	Administration, teachers
6	3	Conduct professional development for staff in the use of inquiry based PBL activities.	11/16/21	2/15/22	Administration
7	1	Conduct classroom visits to observe the fidelity of the implementation of guided inquiry based science lessons.	11/16/21	2/15/22	Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
8	2	During CPT meetings, discuss guided inquiry based science lessons and outcomes	11/16/21	2/15/22	Administration, Teachers
9	3	Conduct professional development for staff in the use of inquiry based PBL activities.	2/16/22	4/15/22	Administration
10	1	Conduct classroom visits to observe the fidelity of the implementation of guided inquiry based science lessons	2/16/22	4/15/22	Administration
11	2	During CPT meetings, discuss guided inquiry based science lessons and outcomes	4/16/22	6/30/22	Administration, Teachers
12	3	Conduct professional development for staff in the development of final PBL model for academic fair	4/16/22	6/30/22	Administration
13	1	Classrooms teachers will present their PBL project during the academic fair	4/16/22	6/30/22	Teachers, students
14	2	Administer a post survey to determine growth of teacher's knowledge of inquiry based PBL activities.	4/16/22	6/30/22	Administration

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< SMART Goal 3 - Budget Items: NO DATA >

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## SMART Goal 4

With the intervention of the Attendance Committee and outreach by the Drop Out Prevention Officer, chronic absenteeism by students in grades kindergarten through second grade will decrease by 10%.

Priority Performance Students with chronic absenteeism was 32.9% this year. The following grades exceeded the 32% chronic absence rate; 1st: 41%, k: 47%, 2nd 39%.

Strategy 1: Instruct parents in early elementary on the significance of learning and school attendance.

Strategy 2: Hold school wide events celebrating students with exceptional attendance.

Strategy 3: Engage the drop out prevention officer and attendance committee in addressing students with chronic absences early in the year.

Target Population: K-5

## Interim Goals

### SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify members of the Attendance Committee and define roles of committee. Identify students from 2020-2021 school year with chronic absenteeism.	Chronically Absent students list from OnCourse Meeting Agendas and attendance
Feb 15	Chronic absenteeism rates form students in grades K-2 will decrease by at least 3%.	Chronically Absent students list from OnCourse
Apr 15	Conduct multi-faceted outreach of students who are chronically absent in grades K-2 that will result in at least a 7% decrease in the percentage of chronically absent students in grades k-2.	Chronically Absent students list from OnCourse Meeting Agendas and attendance Screenshots of school website Contact list from Talking Points
Jul 1	With the intervention of the Attendance Committee and outreach by the Drop Out Prevention Officer, chronic absenteeism by students in grades kindergarten through second grade will decrease by 10%.	Chronically Absent students list from OnCourse for the 2021-2022

## Action Steps

### SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Identify the chronic absent rate and students in grades K-2 for the 2020-2021 school year. Identify trends in the data.	7/1/21	11/15/21	Administration
2	2	Form an Attendance Committee and establish specific goals for the committee.	7/1/21	11/15/21	Administration, Drop out prevention officer
3	3	Through PBSIS implementation, use various forms of rewards and incentives to motivate students to attend school daily and hold them accountable to personal attendance	7/1/21	11/15/21	PBSIS Committee, Teachers, Administration, DOPO
4	1	Track attendance daily and promote school-wide awareness of the school overall attendance goals to improve schools attendance data	7/1/21	11/15/21	Administration, Drop out prevention officer, Attendance Committee
5	2	Phone Calls home daily to students who are absent ( robo-calling system)	7/1/21	11/15/21	Administration, Drop out prevention officer
6	3	Send letters home to students who have three or more absences via parent liaison, home visits, parent conferences	7/1/21	11/15/21	Administration, Drop out prevention officer
7	1	Quarterly distribution of parent letters with individual student attendance with individual student attendance and goals with a focus on students with excessive absences	7/1/21	11/15/21	Administration, Drop out prevention officer
8	2	Attendance Committee members analyze quarterly chronic absentee data.	11/16/21	2/15/22	Administration, Drop out prevention officer, Attendance Committee
9	3	Track attendance daily and promote school-wide awareness of the school overall attendance goals to improve schools attendance data	11/16/21	2/15/22	Administration, Drop out prevention officer

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
10	1	Phone Calls home daily to students who are absent ( robo-calling system)	11/16/21	2/15/22	Administration, Drop out prevention officer
11	2	Send letters home to students who have three or more absences via parent liaison, home visits, parent conferences	11/16/21	2/15/22	Administration, Drop out prevention officer
12	3	Through PBSIS implementation, use various forms of rewards and incentives to motivate students to attend school daily and hold them accountable to personal attendance	11/16/21	2/15/22	Administration, Drop out prevention officer, PBSIS Committee, Teachers
13	1	Quarterly distribution of parent letters with individual student attendance with individual student attendance and goals with a focus on students with excessive absences	11/16/21	2/15/22	Administration, Drop out prevention officer
14	2	Attendance Committee members analyze quarterly chronic absentee data.	2/16/22	4/15/22	Administration, Drop out prevention officer, Attendance Committee
15	3	Track attendance daily and promote school-wide awareness of the school overall attendance goals to improve schools attendance data	2/16/22	4/15/22	Administration, Drop out prevention officer
16	1	Phone Calls home daily to students who are absent ( robo-calling system)	2/16/22	4/15/22	Administration, Drop out prevention officer
17	2	Send letters home to students who have three or more absences via parent liaison, home visits, parent conferences	2/16/22	4/15/22	Administration, Drop out prevention officer
18	3	Through PBSIS implementation, use various forms of rewards and incentives to motivate students to attend school daily and hold them accountable to personal attendance	2/16/22	4/15/22	Administration, Drop out prevention officer, PBSIS Committee, Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
19	1	Quarterly distribution of parent letters with individual student attendance with individual student attendance and goals with a focus on students with excessive absences	2/16/22	4/15/22	Administration, Drop out prevention officer
20	2	Attendance Committee members analyze quarterly chronic absentee data.	4/16/22	6/30/22	Administration, Drop out prevention officer, Attendance Committee
21	3	Track attendance daily and promote school-wide awareness of the school overall attendance goals to improve schools attendance data	4/16/22	6/30/22	Administration, Drop out prevention officer
22	1	Phone Calls home daily to students who are absent ( robo-calling system)	4/16/22	6/30/22	Administration, Drop out prevention officer
23	2	Send letters home to students who have three or more absences via parent liaison, home visits, parent conferences	4/16/22	6/30/22	Administration, Drop out prevention officer
24	3	Through PBSIS implementation, use various forms of rewards and incentives to motivate students to attend school daily and hold them accountable to personal attendance	4/16/22	6/30/22	Administration, Drop out prevention officer, PBSIS Committee, Teachers
25	1	Attendance Committee meeting to assess the final list of students who were chronically absent.	4/16/22	6/30/22	Administration, Drop out prevention officer, Attendance Committee

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< SMART Goal 4 - Budget Items: NO DATA >

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## 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
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	\$40,000	\$0	\$0	\$0	\$0	\$0	\$40,000
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

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
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Cost			\$0	\$0	\$170,344	\$0	\$0	\$0	\$0	\$0	\$170,344
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$130,344	\$0	\$0	\$0	\$0	\$0	\$130,344
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	\$130,344	\$0	\$0	\$0	\$0	\$0	\$130,344
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	\$40,000	\$0	\$0	\$0	\$0	\$0	\$40,000
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$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	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

## 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	\$170,344	\$0	\$170,344
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$170,344	\$0	\$170,344



## 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		Curriculum and Standards
x		Assessment/Data Analysis
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: Janene Rodriguez

Title: Principal

Date: 07/23/2021

## District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

	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