

Lord Stirling Elementary School

District: NEW BRUNSWICK CITY

County: MIDDLESEX

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 233530100

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	Ellen Treadway	Yes	Yes	Yes		
Vice Principal	Thomas Crane	Yes	Yes	No		
Teacher	Ashley D'Amore	Yes	Yes	Yes		
Math Specialist	Victoria Cappozalo	Yes	Yes	Yes		
Reading Specialist	Lavonne Wallace	Yes	Yes	Yes		
Guidance Counselor	Gabriela Rowack	Yes	Yes	No		
BSI Teacher	Vicki Osorio-Bustillo	Yes	Yes	No		
BSI Teacher	Erin Tullo	Yes	Yes	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent	Petrienne Morris-Covington	Yes	Yes	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/12/2021	Prior Year Evaluation	Yes	Yes
10/09/2020	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment	Yes	Yes
10/23/2020	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
12/03/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/26/2021	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
09/16/2020	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	Yes	Yes
02/17/2021	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
10/21/2020	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Basic Skills Intervention	ELA/Math	Students performing below grade level in Grades 1-3	Yes	Yes	Yes	Student performance is measured weekly by reading running records in BSI ELA and performance on target mathematical skills on classroom assessments. Outcomes are measured by students' performance on EOY F&P assessment and district unit assessments.
Basic Skills Intervention	ELA/Math	Students performing below grade level in Grades 1-3				Student performance is measured weekly by reading running records in BSI ELA and performance on target mathematical skills on classroom assessments. Outcomes are measured by students' performance on EOY F&P assessment and district unit assessments.

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a <="" _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <td data-bbox="777 368 994 432">Student Group</td> <td data-bbox="1001 368 1075 432">ELA</td> <td data-bbox="1081 368 1155 432">Math</td> <td data-bbox="1162 368 1236 432">Alg1</td> <td data-bbox="1243 368 1317 432">Alg2</td> <td data-bbox="1323 368 1397 432">Geo</td> <td data-bbox="1413 368 1805 1415" rowspan="15"> School-wide: ELA is up by 10 percentage points from the previous school year. Math decreased by 4 percentage points. Grade 3: ELA Average Scale Score of 730 which was a fourteen point increase from the previous year and higher than the overall district. Students with Disabilities: IEP and 504 Average Scale Score of 712 ELL Average Scale Score of 715 Grade 4: ELA Average Scale Score 738 which was a seven-point increase from last year and higher than the overall district. Students with Disabilities: IEP and 504 Average Scale Score of 729 ELL Average Scale Score of 725 Grade 5: ELA Average Scale Score 736 which is an increase of 4 points from the previous year and higher </td> <td data-bbox="1812 368 2179 1415" rowspan="15"> Overall strengths in ELA are the following standards: RL 3.5.1 in 3rd Grade, RI 4.5.3 and RI 4.8.2 in 4th Grade, and RI 5.8.2 and RL 5.2.1 in 5th Grade. Struggles include: RI 3.3.1 and L 3.5.1 in 3rd grade, RI 4.2.2 and L 4.5.1 in 4th grade and RI 5.8.2 and RI 5.6.1 both 3rd and 4th grade showed a need in vocabulary. There was an upward trend in literature and informational. Still need to focus on various aspects within informational such as cause/effect and main idea and vocabulary. Overall Strengths in Math are the following areas: Numbers and Base Ten as well as Measurement and Data </td> 	Student Group	ELA	Math	Alg1	Alg2	Geo	School-wide: ELA is up by 10 percentage points from the previous school year. Math decreased by 4 percentage points. Grade 3: ELA Average Scale Score of 730 which was a fourteen point increase from the previous year and higher than the overall district. Students with Disabilities: IEP and 504 Average Scale Score of 712 ELL Average Scale Score of 715 Grade 4: ELA Average Scale Score 738 which was a seven-point increase from last year and higher than the overall district. Students with Disabilities: IEP and 504 Average Scale Score of 729 ELL Average Scale Score of 725 Grade 5: ELA Average Scale Score 736 which is an increase of 4 points from the previous year and higher	Overall strengths in ELA are the following standards: RL 3.5.1 in 3rd Grade, RI 4.5.3 and RI 4.8.2 in 4th Grade, and RI 5.8.2 and RL 5.2.1 in 5th Grade. Struggles include: RI 3.3.1 and L 3.5.1 in 3rd grade, RI 4.2.2 and L 4.5.1 in 4th grade and RI 5.8.2 and RI 5.6.1 both 3rd and 4th grade showed a need in vocabulary. There was an upward trend in literature and informational. Still need to focus on various aspects within informational such as cause/effect and main idea and vocabulary. Overall Strengths in Math are the following areas: Numbers and Base Ten as well as Measurement and Data
		Schoolwide	32.6 %	23.6%					
		White							
		Hispanic	33.1 %	24.6%					
		Black or African American	23.5 %	11.8%					
		Asian, Native Hawaiian, or Pacific Islander	*	*					
		American Indian or Alaska Native							
		Two or More Races	*	*					
		Female	33.3 %	18.9%					
		Male	31.9 %	28.1%					
		Economically Disadvantaged Students	31.8 %	23.1%					
		Non-Economically Disadvantaged Students	34%	24.5%					
		Students with Disabilities	*	*					
		Students without Disabilities	*	*					
		English Learners	12.3 %	17.5%					
Non-English Learners	38.1 %	25.2%							
Homeless Students	*	*							
Students in Foster Care	*	*							

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo	than the overall district.	in 3rd Grade. Areas of
		Military-Connected Students						Students with Disabilities: IEP and 504 Average Scale Score of 728	Need include Numbers and Base Ten in 3rd
		Migrant Students						ELL Average Scale Score of 717	Grade and Numbers/Fractions in 5th Grade. Overall
								<p>Grade 3: Average Scale Score of 724 which is was 5 points lower than the previous year and lower than the district.</p> <p>Students with Disabilities: IEP and 504 Average Scale Score of 717.</p> <p>ELL Average Scale Score of 727</p> <p>Grade 4: Average Scale Score of 738 which a ten-point increase from the previous year and higher than the district.</p> <p>Students with Disabilities: IEP and 504 Average Scale Score of 728.</p> <p>ELL Average Scale Score of 731</p> <p>Grade 5: Average Scale Score of 733 which is a six-point decrease from the previous year and higher than the district.</p> <p>Students with Disabilities: IEP and 504 Average Scale</p>	<p>there was a need in both modeling and reasoning in all three grade levels.</p> <p>There was an upward trend in Major Content in Math and still need to focus on modeling and reasoning.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Score of 726 ELL Average Scale Score of 722</p> <p>Evidence Statement Analysis ELA: Grade 3: Strengths - RL 3.5.1 Areas of Need: RI 3.3.1 and L 3.5.1 Grade 4: Strengths - RI 4.5.3 and RI 4.8.2 Areas of Need: RI 4.2.2 and L 4.5.1 Grade 5: Strengths - RI 5.8.2 and RL 5.2.1 Areas of Need: RI 5.8.2 and RI 5.6.1</p> <p>Evidence Statement Analysis for Math: Grade 3: Strengths - 3.MD.4 and 3 .MD.8 Areas of Need: 3 NBT 2 Grade 4: Strengths - 4.Int 3 and 4.NBT.5-2 Areas of Need: 4.Int 7 Grade 5: Strengths - 5.NBT. 3a and 5 NF.2-1 Areas of Need: 5.NF.4.A-2</p>	

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				Grade five completed the NJSLA Science assessment. 9% met or exceeded expectations school wide. Male proficiency higher than female proficiency.	Reasoning is being looked at across all content areas which also includes science. Teachers are also learning more about the science standards in all grade levels. Asking questions and defining a problem reflect an area of focus and connects to explanations and reasoning as well as accountable talk practices conducted within all the classrooms.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	9%				
		White	*				
		Hispanic	10%				
		Black or African					
		Asian, Native	*				
		American Indian or	*				
		Two or More Races					
		Female	4%				
		Male	16%				
		Economical ly	11%				
		Non-Economical	4%				
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					
		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	School wide ELA is up 7 points from the previous year. School-wide Math is up 4 points from the previous year. ELA met the target for the year and Math Exceeded the target for the year. ELA SWD: 46 was the median SGP which met the target for the year and was the same as the previous year. Math SWD: 61 was the median SGP which Exceeded the target for the year. Black or African American student group met the target for both ELA and Math. Hispanic student group met the target in ELA and exceeded in Math.	SGP has indicated growth in ELA and Math for grades 4 through 5.
		Schoolwide	57%	65%		
		White				
		Hispanic	59%	66%		
		Black or African American	44%	49%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	56.5%	65.5%		
		Male	57.5%	65%		
		Economically Disadvantaged	59.5%	66%		
		Non-Economically Disadvantaged				
		Students with Disabilities	46%	59%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	56%	43%		
		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					District-wide assessments were given at various times depending on when teachers were at instructional points for specific standards. Due to the virtual/hybrid model of this year 3 collection points were evaluated in terms of benchmarks: ELA Common Assessment 1, ELA Common Assessment 2, and the Scholastic Reading Measures. Cycle 1 was utilized to collect baseline data to guide instruction for the subsequent cycles. Rationale for participation percentages under 95%: Due to the hybrid/virtual model there were many instances that students did not engage in the instruction and did not complete the assessments. Many attempts were made to pull the students into individual or small groups with the teacher or specialists, however some students never showed up into the virtual sessions or would simply log in and not have cameras on nor respond, nor engage in	ELA: 4th grade had the highest overall participation rate (C2-99%, C3-97%, C4-94%). 3rd grade experienced a participation rate increase of 5% between Cycle 2 and Cycle 4. 5th grade remained at a participation rate of 77% for Cycles 2 & 3, but experienced a participation rate increase of 8% in Cycle 4. Math: Overall, math participation rates trended higher than ELA participation rates. 4th grade had the highest overall participation rate (C2-97%, C3-100%, C4-97%). 3rd grade experienced a participation rate decrease of 15%
		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%	86%	88%	91%		
		4	0%	99%	97%	94%		
		5	0%	77%	77%	85%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	<p>discussion, respond in chat, or acknowledge presence.</p> <p>Grade 3: ELA assessments were administered over the course of Cycles 2-4. In Cycle 2, 86% of 3rd graders participated in ELA assessments. This increased to 88% in Cycle 3, and to 91% in Cycle 4.</p> <p>Grade 4: ELA assessments were administered over the course of Cycles 2-4. In Cycle 2, 99% of 4th graders participated in ELA assessments. This decreased to 97% in Cycle 3, and to 94% in Cycle 4.</p> <p>Grade 5: ELA assessments were administered over the course of Cycles 2-4. In Cycle 2, 77% of 5th graders participated in ELA assessments. This remained at 77% in Cycle 3, and increased to 85% in Cycle 4.</p> <p>Math: Common assessments were administered at different</p>	<p>between Cycle 2 and Cycle 3, before experiencing a participation rate increase of 19% (resulting in a total of 100% participation) in Cycle 4.</p> <p>5th grade experienced a participation rate decrease of 14% from Cycle 2 to Cycle 3, followed by an additional 3% decrease in Cycle 4.</p>
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	96%	81%	100%		
		4	0%	97%	100%	97%		
		5	0%	88%	74%	71%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	<p>times based on instructional pacing due to the virtual and hybrid models. Due to this model, 3 collection points were evaluated: Common Assessment 1, DUA 1, and DUA 2.</p>	
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%	<p>Grade 3: Math assessments were administered over the course of Cycles 2-4. In Cycle 2, 96% of 3rd graders participated in Math assessments. This decreased to 81% in Cycle 3, and increased to 100% in Cycle 4.</p>	
							<p>Grade 4: Math assessments were administered over the course of Cycles 2-4. In Cycle 2, 97% of 4th graders participated in Math assessments. This increased to 100% in Cycle 3, and decreased back to 97% in Cycle 4.</p>	
							<p>Grade 5: Math assessments were administered over the course of Cycles 2-4. In Cycle 2, 88% of 5th graders participated in Math</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>assessments. This decreased to 74% in Cycle 3, and again to 71% in Cycle 4.</p>	

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	Percentage of students ON LEVEL EOY (5/21) per grade level: Grade 3- 21% Grade 4- 25% Grade 5- 13% Grade 3 Proficiency Levels: ELA Common Assessment 1 Overall: 34% proficient SWD: 80% proficient ELL: 14% proficient ELA Common Assessment 2 Overall: 32% proficient SWD: 0% proficient ELL: 19% proficient EOY Overall DRA Overall: 21% proficient SWD: 80% proficient ELL: 19% proficient Grade 4 Proficiency Levels ELA Common Assessment 1 Overall: 59% proficient SWD: 57% proficient ELL: 31% proficient ELA Common Assessment 2 Overall: 34% proficient SWD: 29% proficient ELL: 25% proficient EOY Overall DRA Overall: 25% proficient SWD: 14% proficient ELL: 19% proficient	Grade 4 achieved the highest rate of proficiency overall in all Cycles except for Cycle 2 (5th grade had the overall highest proficiency rate in this cycle). Grade 3 had the highest rate of proficiency in the SWD subgroup (53.3% overall). Grade 4 had the highest rate of proficiency in the ELL subgroup (25% overall). Cycle 2 had the highest overall proficiency rate of 56%.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	44%	37%	21%		
		4	0%	70%	51%	25%		
		5	0%	54%	54%	13%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends																																								
			<p>Grade 5 Proficiency Levels: ELA Common Assessment 1 Overall: 39% proficient SWD: 20% proficient ELL: 29% proficient ELA Common Assessment 2 Overall: 27% proficient SWD: 10% proficient ELL: 0% proficient EOY Overall DRA Overall: 13% proficient SWD: 50% proficient ELL: 0% proficient</p> <p>The following is reading proficiency data:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Total # of Students</th> <th>Reading at Appr EOY Gr. Level (20-21):</th> <th>Total # of Students:</th> <th>% of Students Reading at Appr EOY Gr Level (20-21):</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>21</td> <td>78</td> <td></td> <td>27%</td> </tr> <tr> <td>1</td> <td>10</td> <td>58</td> <td></td> <td>17%</td> </tr> <tr> <td>2</td> <td>4</td> <td>76</td> <td></td> <td>5%</td> </tr> <tr> <td>3</td> <td>14</td> <td>67</td> <td></td> <td>21%</td> </tr> <tr> <td>4</td> <td>17</td> <td>68</td> <td></td> <td>25%</td> </tr> <tr> <td>5</td> <td>8</td> <td>62</td> <td></td> <td>13%</td> </tr> <tr> <td colspan="2">School Totals</td> <td>74</td> <td>409</td> <td>18% Reading on or above grade level.</td> </tr> </tbody> </table>	Grade	Total # of Students	Reading at Appr EOY Gr. Level (20-21):	Total # of Students:	% of Students Reading at Appr EOY Gr Level (20-21):	K	21	78		27%	1	10	58		17%	2	4	76		5%	3	14	67		21%	4	17	68		25%	5	8	62		13%	School Totals		74	409	18% Reading on or above grade level.	
Grade	Total # of Students	Reading at Appr EOY Gr. Level (20-21):	Total # of Students:	% of Students Reading at Appr EOY Gr Level (20-21):																																								
K	21	78		27%																																								
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5	8	62		13%																																								
School Totals		74	409	18% Reading on or above grade level.																																								

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	Total student population: Grade 3: 68 total 13 classified 21 ELL Grade 4: 72 total 7 classified 16 ELL Grade 5: 73 total 20 classified 7 ELL Grade 3 Proficiency Levels: Math Common Assessment 1 Overall: 20% proficient Classified: 15% proficient ELL: 20% proficient Math District Unit Assessment 1 Overall: 56% proficient Classified: 54% proficient ELL: 50% proficient Math District Unit Assessment 2 Overall: 41% proficient Classified: 15% proficient ELL: 24% proficient Grade 4 Proficiency Levels Math Common Assessment 1	Grade 5 achieved the highest rate of proficiency overall in all Cycles except for Cycle 3 (4th grade had the overall highest proficiency rate in this cycle). Grade 5 had the highest rate of proficiency in the SWD subgroup (65.3% overall). Grade 5 had the highest rate of proficiency in the ELL subgroup (73.3% overall). Cycle 3 had the highest overall proficiency rate of 62.6%.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	20%	56%	41%		
		4	0%	19%	69%	36%		
		5	0%	25%	63%	71%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Overall: 19% proficient Classified: 67% proficient ELL: 0% proficient Math District Unit Assessment 1 Overall: 69% proficient Classified: 86% proficient ELL: 56% proficient Math District Unit Assessment 2 Overall: 36% proficient Classified: 14% proficient ELL: 33% proficient</p> <p>Grade 5 Proficiency Levels: Math Common Assessment 1 Overall: 25% proficient Classified: 39% proficient ELL: 67% proficient Math District Unit Assessment 1 Overall: 63% proficient Classified: 76% proficient ELL: 86% proficient Math District Unit Assessment 2 Overall: 71% proficient Classified: 81% proficient ELL: 67% proficient</p>	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	48.9%	<p>ACCESS testing was provided this year and the school will be looking at data when it becomes available.</p> <p>Based on benchmark data: total student population:</p> <p>Grade 3: 68 total 13 classified 21 ELL</p> <p>Grade 4: 72 total 7 classified 16 ELL</p> <p>Grade 5: 73 total 20 classified 7 ELL</p> <p>Grade 3 Proficiency Levels: Math Common Assessment 1 Overall: 20% proficient Classified: 15% proficient ELL: 20% proficient Math District Unit Assessment 1 Overall: 56% proficient Classified: 54% proficient ELL: 50% proficient Math District Unit Assessment 2</p>	<p>Math: Grade 5 had the highest rate of proficiency in the ELL subgroup (73.3% overall).</p> <p>ELA: Grade 4 had the highest rate of proficiency in the ELL subgroup (25% overall).</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Overall: 41% proficient Classified: 15% proficient ELL: 24% proficient</p> <p>Grade 4 Proficiency Levels Math Common Assessment 1 Overall: 19% proficient Classified: 67% proficient ELL: 0% proficient Math District Unit Assessment 1 Overall: 69% proficient Classified: 86% proficient ELL: 56% proficient Math District Unit Assessment 2 Overall: 36% proficient Classified: 14% proficient ELL: 33% proficient</p> <p>Grade 5 Proficiency Levels: Math Common Assessment 1 Overall: 25% proficient Classified: 39% proficient ELL: 67% proficient Math District Unit Assessment 1 Overall: 63% proficient Classified: 76% proficient ELL: 86% proficient Math District Unit Assessment 2 Overall: 71% proficient Classified: 81% proficient</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			ELL: 67% proficient	

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	469	Student Enrollment based on Analytics within Oncourse: PreK 3 Year Old - 21 students 4.55% PreK 4 Year Old - 6 students 1.3% Kindergarten - 82 students 17.3% Grade 1 - 64 students 13.85% Grade 2 - 78 students 16.8% Grade 3 - 68 students 14.7% Grade 4 - 72 students 15.58% Grade 5 - 73 students 15.8% 16.67% of students enrolled are students with disabilities (SWD) - This is a slight decrease from previous year. 35.93% of students enrolled are English Language Learners - this is a slight increase from the previous year.	Overall enrollment is reflective of our PreK-Grade 5 student population based on our SIS system in Oncourse.
		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	94.31%	According to the Oncourse Analytics on our Student Information System the following applies to student attendance rates: Overall Average Daily Attendance: 94.53% - this is 2% lower than the previous year with a likely determining factor being the virtual hybrid setting and pandemic. PreK Average Daily Attendance Rate: 90% for PreK 3 and 72% for PreK 4. Kindergarten Average Daily Attendance Rate: 93% 1st Grade Average Daily Attendance Rate: 95% 2nd Grade Average Daily Attendance Rate: 94% 3rd Grade Average Daily Attendance Rate: 97% 4th Grade Average Daily Attendance Rate: 96% 5th Grade Average Daily Attendance Rate: 95%	Grade 2 last year was at a very low rate and transitioned into 3rd grade this year with the best average daily attendance rate. Our Attendance Officer was moved mid year and the transition has had a possible influence on the attendance rate. She has been reaching out to families of students who are absent. SWD have a 12.08 absences on average per student. ELL 10.32 absences on rate per student Both of these subgroups are higher than the previous year attributed to the pandemic. There is recognition with Perfect Attendance each marking period. We have a monthly grade level attendance winner which is recognized and awarded with virtual
		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
					assemblies.
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	11.53%	Current Chronic Absenteeism Rate: 10.3% - based on Oncourse Analytics which does not include the PreK population in this number.	PreK is at a higher rate and this could be attributed to getting our youngest learners to engage in online learning.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%	ESSA Report for previous year: when it was provided: 8.8% - Schoolwide 7.7% - Hispanic 19.1% - Black or African American 7.5% - Economically Disadvantaged 14.4% - Students with Disabilities 9.9% - English Language Learners	Our Attendance Officer who has been a positive influence on reaching out to families of students who are chronically absent. We make phone calls home and schedule meetings with parents regarding attendance. We had meetings with various stakeholders to discuss chronic absenteeism and to come up with a plan to address those needs. The stakeholders consisted of administration, teachers, students, parents, guidance, and attendance officers.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	97.41%	The staff attendance rate is slightly above last year's attendance rate. 97.40	Teachers were virtual until March of 2021. We had one teacher go on leave and had multiple staff members out at various times due to quarantine.

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%	The total number of students suspended out of school for the 2020-2021 school year was 0. Dispositions within Oncourse: 9 total for the year.	Classroom management was effectively implemented throughout the virtual school year, along with offering of counseling and social work services which allowed students to express their emotional concerns in a safe, secure manner. SEL was incorporated daily into the school day schedule.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family	Domain	ES	MS/HS	Parents	Staff	<p>Student surveys indicated that 90.2% of students like their school, with 91.6% of students saying that they feel safe in their school. 92.9% of students feel that adults that work in the school treat them with respect, and 90.1% feel that their teachers truly care about them. 80.4% of students indicated that they feel like their teachers listen always listen to them, with 18.2% of students saying their teachers sometimes listen to them. 54.2% of the students said they actively participate in class.</p> <p>In terms of interactions with other students, 70.9% of students in the school believe that students always treat each other with respect, while 29.1% believe that students sometimes treat each other with respect.</p> <p>Parent surveys indicated that 33.4% of parents strongly agreed that they feel welcome at the school, with an additional 38.4%</p>	<p>The administration and staff incorporates a social emotional curriculum that is embedded within all content areas across grade levels. Students are rewarded for their citizenship, participation on leadership teams such as the student council and safety patrol and participate in support groups and clubs within the school that focus on supporting positive social interactions and relationships. The school has connections with community outreach groups and tutoring programs which further support and reinforce a positive culture within the school. In-school counseling and social work services, and community outreach to provide social support services to parents and families, further reinforce a climate of safety and respect which students have reported within their</p>
		Participation	73	0	9	95		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>agreeing. 24.3% of parents strongly agreed that they knew what was going in at their child's school, with an additional 40.5% agreeing. 28.2% of parents strongly agreed that school staff encourages students to respect each other's differences, with an additional 43.5% agreeing.</p> <p>Academically, 35.9% of parents strongly agreed that the teachers in the school are excellent, with an additional 33.4% agreeing. 25.6% of parents strongly agreed that the academic needs of their children are met at the school, with an additional 38.2% agreeing.</p> <p>Staff surveys indicated that 69.8% of staff strongly agree that they feel safe within the school, with an additional 24.5% agreeing. 35.8% of staff indicated that they strongly agree that they like to come to work each day, with an additional 52.8% agreeing. Overall, 67.9% of school staff strongly agreed that this school is a good place for them to work and</p>	<p>survey results.</p> <p>The administration and staff continue to trend toward including more parents in the cultural climate of the school through events and activities connected with the PTO, parent family nights in literature, math, and STEM, and strengthening relationships with families through the provision of community resources to support students both academically and at home.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>learn, with an additional 26.4% agreeing</p> <p>58.5% of staff strongly agree that their administrators back them up when they need it, with an additional 34% agreeing. 69.8% of staff members strongly agree that administrators hold themselves to the same high standards as others, with an additional 24.5% agreeing.</p> <p>As a whole, 58.5% of staff members strongly agree that the school respects and embraces diversity, with an additional 34% agreeing. 34% of staff members strongly agree that students in the school respect each other's differences, with an additional 58.5% agreeing. The majority of teachers (25% strongly agree, 71.2% agree) feel that students respect their teachers. The majority of staff members (35.8% strongly agree, 56.6% agree) also feel that the school community has high expectations of all students.</p>	

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

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.		NA	NA
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT		NA	NA
Algebra	Previous year's data provided. Please provide current year's data if possible.		NA	NA

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson Framework	**Observation data reflects observations through April 15th, 2021. Due to the pandemic - Domain 4 was only recorded in the final observation. Observations occurred remotely and scores were based on virtual teacher instructional lessons and portfolios. Danielson's Framework continues to be the tool used to assess instruction and determine areas of strength and needs of improvement. 97 observations were completed during the school year. Observation data: Planning and preparation: Area(s) of greatest teacher effectiveness: - Demonstrating Content and Pedagogy (27% scored within the Highly Effective Rating in this subcomponent) Area(s) in greatest need of teacher improvement: - Setting Instructional	Based on the data, we will continue to focus in school professional development on setting appropriate and rigorous instructional outcomes as well as using questions and discussion techniques to meet and advance those instructional outcomes. We will also push for teachers taking leadership roles with their colleagues and peers.
		Observation Waiver?	null		
		# Teachers to Evaluate	56		
		# Non-tenure teachers (years 1 & 2)	2		
		# Non-tenure teachers (years 3 & 4)	5		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	96		
		# Completed	96		
		# Highly Effective	9		
		# Effective	87		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total	<p>Outcomes (6.0%)</p> <p>Classroom Environment: Area(s) of greatest teacher effectiveness: - Creating an environment of respect/rapport (57%)</p> <p>Area(s) in greatest need of teacher improvement: -Managing Classroom Procedures (34%)</p> <p>Instruction: Area(s) of greatest teacher effectiveness: - Communicating with Students (29%)</p> <p>Area(s) in greatest need of teacher improvement: -Using questions and discussion techniques (8%)</p> <p>Professional responsibilities: Area(s) of greatest teacher effectiveness: -Participation in a professional community (14%)</p> <p>Area(s) in greatest need of teacher improvement: - Showing Professionalism (1%) - based on descriptions within the subcomponents</p>	
		# Partially Effective	0		
		# Ineffective	0		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
			<p>more emphases can be added to teachers taking more leadership roles within the school in turnkeying or leading professional development sessions.</p>	

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	1.4 Effective Instruction: Teachers currently analyze student data a focus will continue on the consistent share and model instructional strategies/models/activities and resources that contribute to successful student outcomes.
	2	A	4-Sustaining	
	3	A	3-Developing	
	4	A	3-Developing	
	5	A	3-Developing	
			<p>The approved curriculum provided by the district is followed by teachers. Assessment is conducted on district evaluation cycles. Lesson Plans are collected on a weekly basis and checked for alignment between state standards, learning objectives, and activities. The instructional practice calls for high-level tasks in ELA and Math. Conceptual-based Learning practices and High-Level Tasks allow for the modeling of instruction by teachers, specialists, and supervisors. Intervention periods are conducted four days per week with a focus on specific student need. Expectations and evidence-based feedback on student learning are frequently and systematically communicated through parent learning nights, PTO meetings, parent-teacher conferences, assemblies, back to school nights, and other school events. Through Oncourse, teachers have instructional databases in which to analyze DRA's, District Unit Assessments, and other major assessments. Technically appropriate systems of data collection, management, and analysis exist through the use of DUA and DRA assessment, common and formative assessments. Formative assessments are administered and data is used to identify students in need through the use of CORE battery assessment, foundational skills, common assessments, DUA, and DRA.</p>	

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Assessment	1	A	4-Sustaining	<p>Formative Assessment is created during grade-level meetings and tracked to inform and adjust future instruction. Instructional time is allocated through departmentalization and uninterrupted blocks of English Language Arts and Mathematics. Within the lesson plans, teachers are required to list various forms of formative and summative assessment along with differentiated activities and have a reflection available upon request. Assessments are generally aligned with standards and teachers are required to list assessments within plans along with any modifications and accommodations based on student need. Grade level common planning time meetings allow teachers to create formative assessments on timed intervals which focus on foundational and standard-based skills during intervention periods. Through Oncourse, teachers have instructional databases in which to analyze DRA's, District Unit Assessments, and other major assessments. Technically appropriate systems of data collection, management, and analysis exist through the use of DUA and DRA assessment and formative assessments. Formative assessments are administered and data is used to identify students in need through the use of CORE battery assessment, foundational skills, DUA, and DRA.</p>	<p>2.2 Pre-Assessments - Although common pre-assessment has developed for some units of study, a more common practice of developing and providing a pre-assessment for all units of study would provide teachers with instructional frameworks aligned to student need by allowing for more flexible grouping and differentiated learning opportunities.</p>
	2	A	3-Developing		
	3	A	4-Sustaining		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A	3-Developing	<p>Teachers work in professional teams in common planning time meetings which come together one time per week as well as professional development sessions and faculty meetings. These meetings are led by administration and specialists to discuss instructional goals and student pathways. Professional development is offered through the school and district. School professional development focused on technology, reflection of planning, and small group instruction. District focus has been on equity, alignment, and technology. Teachers are able to collaborate and plan in the professional development sessions and during grade-level meetings. Norms are addressed at every meeting and professional development session. Feedback about instruction is delivered on the lesson plans, conferences, and observations. Surveys also assist in gaining teacher understanding of instructional needs. Teachers are encouraged to further education, to view professional articles or videos, and to even further their educational careers through headteacher positions and committee head positions.</p>	<p>3.2 Time - When possible within the alignment of preparation periods in schedules grade level teams will meet to plan and discuss instructional framework and strategies which will also include content area specialists. The administration will provide opportunities for teachers to observe their colleagues in specific instructional frameworks tied to their content and PDP.</p>
	2	A	3-Developing		
	3	A	4-Sustaining		
	4	A	4-Sustaining		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	4.6 Teaching and Learning - Students frequently set their own learning goals by looking at their summative and formative data and creating a plan for growth. This can be continued by evaluating Oncourse Connect, grades, and assessments regularly to constantly adjust their learning based on goals set.
	2	A	4-Sustaining	
	3	A	4-Sustaining	
	4	A	4-Sustaining	
	5	A	4-Sustaining	
	6	A	3-Developing	
	7	A	3-Developing	
	8	A	4-Sustaining	
	9	A	4-Sustaining	
	10	A	4-Sustaining	
	11	A	3-Developing	
	12	A	3-Developing	
	13	A	3-Developing	
	14	A	4-Sustaining	
			<p>A handbook is provided to all students in regards to expectations of student behavior as well as meetings and groups held with the guidance counselor and social worker. Parents are informed of these expectations during Back to School Night. There are knowledge and compliance with all policies and regulations. There is a cultivation of relationships with district content area personnel as well as with assistant superintendents and the superintendent. A safe environment is cultivated among administration and staff to meet not only the academic but social, emotional and physical needs of the students. There is ongoing communication with the nurse, social worker, guidance counselor, to help meet those needs. Social-emotional learning is an important aspect of the school and there is time allotted for all staff to teach this component daily. Parents are provided resources in social-emotional learning competencies. The school has PRIDE values that align to the social-emotional learning components and are highlighted daily. The health and safety of all students are a priority based on relationships with law enforcement in the form of DARE.</p> <p>School and classroom norms are clear and align with our social-emotional core values. Academic progress is monitored through Oncourse, formative assessment, district unit assessments, summative assessments, and DRA's. This information is used to provide intervention throughout the day as well as for the extended school day program. The</p>	

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A	3-Developing	intervention cycle is visited regularly to determine growth and future instruction. Technology is now one to one for all students.	
				The Danielson Framework is utilized with instructional staff for the evaluation process. Teachers are provided with the rubric and expectations at opening day. Any new teacher is provided Danielson training individually or within a group setting. Pre and Post Conferences are based on Danielson Framework and lesson plans align to the framework as teachers plan lessons. Reflection is also within the lesson plan and linked to Danielson. SGO's are connected to standards and SLO's.	5.1 Connection between student learning and evaluation. A focus on team collaboration in developing instructional practice will be addressed through professional development. Instructional practices will be shared among staff and grade levels and content.

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	Based on the most current ELA data, all students including subgroups will focus on increasing reading proficiency through the continued development of key reading skills such as phonemic awareness, fluency, vocabulary, and comprehension in both culturally relevant fiction and informational texts.	Possible root causes include the virtual setting for learning, delays in acquisition of language, and specific learning disabilities which may cause difficulty in overall reading ability and use of expressive vocabulary.	Total student population K-5.	1	Ensure the adopted and aligned curriculum is the curriculum being instructed in the classroom.
				2	Collecting and analyzing data to monitor and evaluate student performance and progress.
				3	Monitor teachers and provide differentiated coaching along with professional development activities to support teachers in the use of a variety of instructional and response strategies to support engaging students in their own learning.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Based on the most current math data, all students including subgroups will focus on increasing the utilization of reasoning and modeling within mathematics in grades 3-5.	Possible root causes include the virtual setting for learning, acquisition of language, and specific learning needs which may cause difficulty in the construction models and of logical and viable arguments for reasoning.	Student population Grades 3-5.	1	Ensure the adopted and aligned curriculum is the curriculum being instructed in the classroom.
				2	Collecting and analyzing data to monitor and evaluate student performance and progress.
				3	Monitor teachers and provide differentiated coaching along with professional development activities to support teachers in the use of a variety of instructional and response strategies to support engaging students in their own learning.
Effective Instruction	Based on the expectations of the science and engineering practices, all students, including subgroups will focus on asking questions and defining a problem as well as providing reasoning for their explanation.	Possible root causes include lower limited prior experience, difficulty in expressing an explanation or a reason, as well as limited vocabulary due to lack of exposure.	Total student population K-5.	1	To ensure the adopted and aligned curriculum is the curriculum being instructed in the classroom.
				2	Collecting and analyzing data to monitor and evaluate student performance and progress.
				3	Monitor teachers and provide differentiated coaching along with professional development activities to support teachers in the use of a variety of instructional and response strategies to support engaging students in their own learning.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate and Culture, including Social and Emotional Learning	Based on the 2021 Student Climate and Culture Survey, all students in grades 3-5 including subgroups will focus on actively participating more in class including all content and special area classes.	Possible root causes include the virtual setting for learning, engaging activities, interest, lack of opportunities for active participation.	Student population Grades 3-5.	1	Develop partnerships with families, community, and staff in support of consistent active participation.
				2	Collect and analyze current data and cycle data on active class participation.
				3	Provide professional development activities to guide teachers in the support of students active engagement and participation level.

SMART Goal 1

By June 30, 2022, the number of students reading on or above grade level will increase by 5% by creating, implementing and analyzing a common practice that advances each student's overall reading proficiency as demonstrated by performance on the end of the year reading assessments.

Priority Performance Based on the most current ELA data, all students including subgroups will focus on increasing reading proficiency through the continued development of key reading skills such as phonemic awareness, fluency, vocabulary, and comprehension in both culturally relevant fiction and informational texts.

Strategy 1: Ensure the adopted and aligned curriculum is the curriculum being instructed in the classroom.

Strategy 2: Collecting and analyzing data to monitor and evaluate student performance and progress.

Strategy 3: Monitor teachers and provide differentiated coaching along with professional development activities to support teachers in the use of a variety of instructional and response strategies to support engaging students in their own learning.

Target Population: Total student population K-5.

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, DRA/Fountas & Pinnell/Scholastic Data, as well as formative and summative assessment data will be analyzed to identify current levels of ELA proficiency among students to determine the calibrated baseline proficiency.	Diagnostic Reading Assessment 2 (DRA 2) Scholastic Measures Fountas and Pinnel Benchmark Assessment Data from 2020-2021 Marking Period Grades for 2020-2021

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By the end of Cycle 2, 30% of the students in K-5 will close the ELA proficiency deficit and increase by 2.5% in overall reading proficiency as evidenced by formative and summative assessments.	Reading Assessment Data - Running Records/Scholastic/Fountas and Pinnell School Assessment Data - Guided Reading/Common Assessments/Benchmarks from applicable grade levels/TS Gold Marking Period Grades - Report Cards
Apr 15	By the end of Cycle 3, 60% of the students in K-5 will close the ELA proficiency deficit and increase by an additional 2.5% in overall reading proficiency as evidenced by formative and summative assessment data.	Reading Assessment Data - Running Records/Scholastic/Fountas and Pinnell School Assessment Data - Guided Reading/Common Assessments/Benchmarks from applicable grade levels/TS Gold Marking Period Grades - Report Cards
Jul 1	By June 30, 2022, the number of students reading on or above grade level will increase by 5% by creating, implementing and analyzing a common practice that advances each student's overall reading proficiency as demonstrated by performance on the end of the year reading assessments.	Reading Assessment Data - Running Records/Scholastic/Fountas and Pinnell School Assessment Data - Guided Reading/Common Assessments/Benchmarks from applicable grade levels/TS Gold Marking Period Grades - Report Cards

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Establish a school based team to interpret and analyze student data and identify trends	7/1/21	11/15/21	Administration
2	2	Provide time to analyze baseline student data to identify students that are in need of interventions and interpret trends in data.	7/1/21	11/15/21	School Based Team, Administration, Specialists
3	1	Develop and implement interventions and time for interventions to address specific skills identified by analysis of student data.	7/1/21	11/15/21	Specialist and Teachers and Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	3	Provide professional development and differentiated coaching to address the specific skills and instructional needs and strategies needed to implement in small group, RTI, and guided reading.	7/1/21	11/15/21	Administration, Specialist, Teachers, School Based Team
5	1	Provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	7/1/21	11/15/21	Specialists, administration, school based team, teachers
6	3	Conduct walkthroughs and check-ins in the classrooms which focus on curriculum alignment, teacher use of student data, coherent instruction and implementation.	7/1/21	11/15/21	Administration
7	1	Evaluate walkthrough trends and formal observations to determine data concerning ELA instructiona practice within the classrooms.	7/1/21	11/15/21	Admistration, School Based Team, Specialist
8	2	Interpret student assessment data to identify student performance.	11/16/21	2/15/22	School Based Team, Administration, Teachers, Specialists
9	1	Develop and implement interventions and time for interventions to address specific skills identified by analysis of student data.	11/16/21	2/15/22	Specialist and Teachers and Administration
10	3	Provide professional development and differentiated coaching to address the specific skills and instructional needs and strategies needed to implement in small group, RTI, and guided reading.	11/16/21	2/15/22	Administration, Specialist, Teachers, School Based Team
11	1	Provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	11/16/21	2/15/22	Specialists, administration, school based team, teachers
12	3	Conduct walkthroughs and check-ins in the classrooms which focus on curriculum alignment, teacher use of student data, coherent instruction and implementation.	11/16/21	2/15/22	Administration
13	1	Evaluate walkthrough trends and formal observations to determine data concerning ELA instructiona practice within the classrooms.	11/16/21	2/15/22	Admistration, School Based Team, Specialist

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
14	2	Continue to interpret student assessment data to identify student performance.	2/16/22	4/15/22	School Based Team, Administration, Teachers, Specialists
15	1	Develop and implement interventions and time for interventions to address specific skills identified by analysis of student data.	2/16/22	4/15/22	Specialist and Teachers and Administration
16	3	Provide professional development and differentiated coaching to address the specific skills and instructional needs and strategies needed to implement in small group, RTI, and guided reading.	2/16/22	4/15/22	Administration, Specialist, Teachers, School Based Team
17	1	Provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	2/16/22	4/15/22	Specialists, administration, school based team, teachers
18	3	Conduct walkthroughs and check-ins in the classrooms which focus on curriculum alignment, teacher use of student data, coherent instruction and implementation.	2/16/22	4/15/22	Administration
19	1	Evaluate walkthrough trends and formal observations to determine data concerning ELA instructiona practice within the classrooms.	2/16/22	4/15/22	Admistration, School Based Team, Specialist
20	2	Continue to interpret student assessment data to identify student performance.	4/16/22	6/30/22	School Based Team, Administration, Teachers, Specialists
21	1	Develop and implement interventions and time for interventions to address specific skills identified by analysis of student data.	4/16/22	6/30/22	Specialist and Teachers and Administration
22	3	Provide professional development and differentiated coaching to address the specific skills and instructional needs and strategies needed to implement in small group, RTI, and guided reading.	4/16/22	6/30/22	Administration, Specialist, Teachers, School Based Team
23	1	Provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	4/16/22	6/30/22	Specialists, administration, school based team, teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
24	3	Conduct walkthroughs and check-ins in the classrooms which focus on curriculum alignment, teacher use of student data, coherent instruction and implementation.	4/16/22	6/30/22	Administration
25	1	Evaluate walkthrough trends and formal observations to determine data concerning ELA instructiona practice within the classrooms.	4/16/22	6/30/22	Admistration, School Based Team, Specialist
26	1	Interpret final assessment data to determine effectiveness of instructional practice and interventions.	4/16/22	6/30/22	Administration and School Based Team
27	3	Identify all staff that need to be on a CAP, non-renewal, or withholding of increment.	4/16/22	6/30/22	Administration

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Basic Skills Teacher and Specialist Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$193,104	Federal Title I (School Allocation)
3	Basic Skills Teacher and Specialist Salaries	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$86,897	Federal Title I (School Allocation)

SMART Goal 2

By June 30, 2022, students in grades 3-5 will close the math proficiency deficit by 5% and will increase overall achievement by creating, implementing and analyzing a common practice that advances each student's ability to utilize reasoning and modeling as demonstrated by student performance on math assessments.

Priority Performance Based on the most current math data, all students including subgroups will focus on increasing the utilization of reasoning and modeling within mathematics in grades 3-5.

Strategy 1: Ensure the adopted and aligned curriculum is the curriculum being instructed in the classroom.

Strategy 2: Collecting and analyzing data to monitor and evaluate student performance and progress.

Strategy 3: Monitor teachers and provide differentiated coaching along with professional development activities to support teachers in the use of a variety of instructional and response strategies to support engaging students in their own learning.

Target Population: Student population Grades 3-5.

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, Math assessment data will be analyzed to identify current levels of proficiency among students to determine the calibrated baseline proficiency for each group.	DUA/Common Assessment Data School-based grade-level skills assessment data The prior year marking period grades (2020-2021) Marking Period Math grades
Feb 15	By the end of Cycle 2, the school will focus pedagogical practices on utilizing reasoning and modeling skills, resulting in a 2.5% increase in overall math proficiency for 30% of the students in grades 3-5 as demonstrated by math assessment data.	Grade 3-5 Math Assessment data Marking Period Math grades

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	By the end of Cycle 3, the school will focus pedagogical practices on utilizing reasoning and modeling skills, resulting in an additional 2.5% increase in overall math proficiency for 60% of the students in grades 3-5 as demonstrated by math assessment data.	Grade 3-5 Math Assessment data Marking Period Math grades
Jul 1	By June 30, 2022, students in grades 3-5 will close the math proficiency deficit by 5% and will increase overall achievement by creating, implementing and analyzing a common practice that advances each student's ability to utilize reasoning and modeling as demonstrated by student performance on math assessments.	Grade 3-5 Math Assessment data Marking Period 4 math grades

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Establish a school based team to interpret and analyze student data and identify trends.	7/1/21	11/15/21	Administration
2	2	Analyze baseline student data to identify students that are in need of interventions and interpret trends in data	7/1/21	11/15/21	Administration, Specialists, School Based Team
3	1	Develop and implement interventions and time for interventions to address specific skills identified by analysis of student data.	7/1/21	11/15/21	Specialist and Teachers and Administration
4	3	Provide professional development and differentiated coaching to address the specific skills and instructional needs and strategies needed to implement in small group and RTI.	7/1/21	11/15/21	Administration, Specialist, Teachers, School Based Team
5	1	Provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	7/1/21	11/15/21	Specialists, administration, school based team, teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
6	3	Conduct walkthroughs and check-ins in the classrooms which focus on curriculum alignment, teacher use of student data, coherent instruction and implementation.	7/1/21	11/15/21	Administration
7	1	Evaluate walkthrough trends and formal observations to determine data concerning ELA instructiona practice within the classrooms.	7/1/21	11/15/21	Admistration, School Based Team, Specialist
8	2	Interpret student assessment data to identify student performance.	11/16/21	2/15/22	School Based Team, Administration, Teachers, Specialists
9	1	Develop and implement interventions and time for interventions to address specific skills identified by analysis of student data.	11/16/21	2/15/22	Develop and implement interventions and time for interventions to address specific skills identified by analysis of student data.
10	3	Provide professional development and differentiated coaching to address the specific skills and instructional needs and strategies needed to implement in small group and RTI.	11/16/21	2/15/22	Administration, Specialist, Teachers, School Based Team
11	1	Provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	11/16/21	2/15/22	Specialists, administration, school based team, teachers
12	3	Conduct walkthroughs and check-ins in the classrooms which focus on curriculum alignment, teacher use of student data, coherent instruction and implementation.	11/16/21	2/15/22	Administration
13	1	Evaluate walkthrough trends and formal observations to determine data concerning ELA instructiona practice within the classrooms.	11/16/21	2/15/22	Admistration, School Based Team, Specialist

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
14	2	Continue to interpret student assessment data to identify student performance.	2/16/22	4/15/22	School Based Team, Administration, Teachers, Specialists
15	1	Develop and implement interventions and time for interventions to address specific skills identified by analysis of student data.	2/16/22	4/15/22	Specialist and Teachers and Administration
16	3	Provide professional development and differentiated coaching to address the specific skills and instructional needs and strategies needed to implement in small group, RTI.	2/16/22	4/15/22	Administration, Specialist, Teachers, School Based Team
17	1	Provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	2/16/22	4/15/22	Specialists, administration, school based team, teachers
18	3	Conduct walkthroughs and check-ins in the classrooms which focus on curriculum alignment, teacher use of student data, coherent instruction and implementation.	2/16/22	4/15/22	Administration
19	1	Evaluate walkthrough trends and formal observations to determine data concerning ELA instructiona practice within the classrooms.	2/16/22	4/15/22	Admistration, School Based Team, Specialist
20	2	Continue to interpret student assessment data to identify student performance.	4/16/22	6/30/22	School Based Team, Administration, Teachers, Specialists
21	1	Develop and implement interventions and time for interventions to address specific skills identified by analysis of student data.	4/16/22	6/30/22	Specialist and Teachers and Administration
22	3	Provide professional development and differentiated coaching to address the specific skills and instructional needs and strategies needed to implement in small group and RTI.	4/16/22	6/30/22	Administration, Specialist, Teachers, School Based Team
23	1	Provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions.	4/16/22	6/30/22	Specialists, administration, school based team, teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
24	3	Conduct walkthroughs and check-ins in the classrooms which focus on curriculum alignment, teacher use of student data, coherent instruction and implementation.	4/16/22	6/30/22	Administration
25	1	Evaluate walkthrough trends and formal observations to determine data concerning ELA instructiona practice within the classrooms.	4/16/22	6/30/22	Admistration, School Based Team, Specialist
26	1	Interpret final assessment data to determine effectiveness of instructional practice and interventions.	4/16/22	6/30/22	Administration and School Based Team
27	3	Identify all staff that need to be on a CAP, non-renewal, or withholding of increment.	4/16/22	6/30/22	Administration

Budget Items

SMART Goal 2

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

SMART Goal 3

During the 2021-2022 school year, the school will focus pedagogical practices for students on asking questions and defining problems as well as providing reasoning for their explanation resulting in 75% of students in grades Kindergarten through Fifth increasing by a total of 10% proficiency from fall to spring on the science unit assessments.

Priority Performance Based on the expectations of the science and engineering practices, all students, including subgroups will focus on asking questions and defining a problem as well as providing reasoning for their explanation.

Strategy 1: To ensure the adopted and aligned curriculum is the curriculum being instructed in the classroom.

Strategy 2: Collecting and analyzing data to monitor and evaluate student performance and progress.

Strategy 3: Monitor teachers and provide differentiated coaching along with professional development activities to support teachers in the use of a variety of instructional and response strategies to support engaging students in their own learning.

Target Population: Total student population K-5.

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, all teachers in grades K through Fifth will cohesively implement grade-level science curriculum as evidenced by review and evaluation of teacher lesson plans to identify current levels of understanding and implementation of the Next Generation Science Standards, specifically related to the science and engineering practice of asking questions and defining problems.	Oncourse Lesson Plan Review NBPS Science Curriculum NJSLs/NGSS Observations
Feb 15	By the end of Cycle 2, summative assessment data will be analyzed to identify current levels of proficiency among students to determine the calibrated baseline proficiency.	Grades Kindergarten through Fifth Unit Assessments Rubrics linked to each grade level unit assessment

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	By the end of Cycle 3, the school will focus pedagogical practices on asking questions and defining problems resulting in an increase in the overall proficiency average of students in grades K-5 by 5% for fall to spring on the science unit assessments.	Grades Kindergarten through Fifth Unit Assessments Rubrics linked to each grade level unit assessment
Jul 1	During the 2021-2022 school year, the school will focus pedagogical practices for students on asking questions and defining problems as well as providing reasoning for their explanation resulting in 75% of students in grades Kindergarten through Fifth increasing by a total of 10% proficiency from fall to spring on the science unit assessments.	Grades Kindergarten through Fifth Unit Assessments Rubrics linked to each grade level unit assessment

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Establish a school based team to review the Next Generation science standards and alignment to the grade level curriculum and pacing guide.	7/1/21	11/15/21	Administration
2	1	Team members will collaborate with staff during allotted time for implementation of standards with a focus on asking questions, defining problems, and reasoning.	7/1/21	11/15/21	School based team
3	1	Staff will create lessons with a focus on asking questions, defining problems, and reasoning which will be uploaded into the Oncourse lesson plan framework.	7/1/21	11/15/21	Teachers and science teacher leaders
4	3	Professional development will be provided to assist in implementation of best practices related to instruction of the science and engineering practices.	7/1/21	11/15/21	School based team, administration, teacher leaders
5	3	Arrange for science teacher leaders to model appropriate instructional practice related to the science and engineering practices.	7/1/21	11/15/21	Science teacher leaders and administration
6	2	Conduct walkthroughs, observation, and review lesson plans to assess instructional alignment to the curriculum.	7/1/21	11/15/21	Administration

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
7	2	Evaluate trends in data based on walkthroughs, lesson plans, and formal observations.	7/1/21	11/15/21	Administration and school based team
8	2	Collect student summative assessment data to analyze student understanding in the science and engineering practices of asking questions, defining problems, and reasoning.	11/16/21	2/15/22	Administration and school based team
9	1	Provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions to plan rigorous science lessons related to the outcomes of the data.	11/16/21	2/15/22	Administration and staff
10	3	Provide professional development and differentiated coaching to address the specific skills and instructional needs.	11/16/21	2/15/22	Administration, Specialist, Teachers, School Based Team
11	2	Conduct walkthroughs, observation, and review lesson plans to assess instructional alignment to the curriculum.	11/16/21	2/15/22	Administration
12	2	Evaluate trends in data based on walkthroughs, lesson plans, and formal observations.	11/16/21	2/15/22	Administration and school based team
13	2	Collect student summative assessment data to analyze student understanding in the science and engineering practices of asking questions, defining problems, and reasoning.	2/16/22	4/15/22	Administration and school based team
14	1	Provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions to plan rigorous science lessons related to the outcomes of the data.	2/16/22	4/15/22	Administration and staff
15	3	Provide professional development and differentiated coaching to address the specific skills and instructional needs.	2/16/22	4/15/22	Administration, Specialist, Teachers, School Based Team
16	2	Conduct walkthroughs, observation, and review lesson plans to assess instructional alignment to the curriculum.	2/16/22	4/15/22	Administration
17	2	Evaluate trends in data based on walkthroughs, lesson plans, and formal observations.	2/16/22	4/15/22	Administration and school based team

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
18	2	Collect student summative assessment data to analyze student understanding in the science and engineering practices of asking questions, defining problems, and reasoning.	4/16/22	6/30/22	Administration and school based team
19	1	Provide time for instructional pedagogy alignment, lesson planning, and best instructional practice within common planning time meetings, faculty meetings, and professional development sessions to plan rigorous science lessons related to the outcomes of the data.	4/16/22	6/30/22	Administration and staff
20	3	Provide professional development and differentiated coaching to address the specific skills and instructional needs.	4/16/22	6/30/22	Administration, Specialist, Teachers, School Based Team
21	2	Conduct walkthroughs, observation, and review lesson plans to assess instructional alignment to the curriculum.	4/16/22	6/30/22	Administration
22	2	Evaluate trends in data based on walkthroughs, lesson plans, and formal observations.	4/16/22	6/30/22	Administration and school based team
23	1	Interpret final assessment data to determine effectiveness of instructional practice and interventions.	4/16/22	6/30/22	Administration and school based team

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

By June 30, 2022, students in grades 3-5 will increase active class participation by 10% through teacher creation and implementation of rich, interesting, engaging, and culturally relevant lessons and meaningful opportunities for active student participation as demonstrated by the results of the student climate and culture survey.

Priority Performance Based on the 2021 Student Climate and Culture Survey, all students in grades 3-5 including subgroups will focus on actively participating more in class including all content and special area classes.

Strategy 1: Develop partnerships with families, community, and staff in support of consistent active participation.

Strategy 2: Collect and analyze current data and cycle data on active class participation.

Strategy 3: Provide professional development activities to guide teachers in the support of students active engagement and participation level.

Target Population: Student population Grades 3-5.

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, the school will develop partnerships between staff, families, and the community to encourage and support active class participation.	Student climate and culture data Meeting Agendas
Feb 15	By the end of Cycle 2, the school will focus pedagogical practices for instruction for students by 30% of the students in grades 3-5 to increase active class participation by 5% as evidenced by formative survey data.	Survey data Informal walkthrough data
Apr 15	By the end of Cycle 3, the school will focus pedagogical practices for instruction by 60% of the students in grades 3-5 to increase active class participation by an additional 5% as evidenced by formative survey data.	Survey data Informal walkthrough data

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 30, 2022, students in grades 3-5 will increase active class participation by 10% through teacher creation and implementation of rich, interesting, engaging, and culturally relevant lessons and meaningful opportunities for active student participation as demonstrated by the results of the student climate and culture survey.	Survey data Informal walkthrough data Student climate and culture data

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Establish a school based team to review current data and partnerhsips with students, staff, parents, and community.	7/1/21	11/15/21	Administration
2	2	Develop baseline information on obtaining and gathering data/information on current climate/culture and active student participation.	7/1/21	11/15/21	School Based Team, Administration
3	1	Collaborate with students, staff, parents, and community to develop strategies/practice that enhances active student class participation and engagement.	7/1/21	11/15/21	School Based Team, Various Stakeholders
4	3	Professional development session will be offered to assist in implementation of best practices and strategies related to enhancing active student class participation and engagement.	7/1/21	11/15/21	School Based Team, Administration, Teachers
5	3	Arrage for student leaders to meet with peers, staff, administration, and parents to provide feedback on current practices and participation/engagement in the classroom.	7/1/21	11/15/21	School Based team, student leaders, administration, parents, staff
6	2	Conduct informal walkthrough data.	7/1/21	11/15/21	Administration
7	2	Evaluate trends in data based on walkthroughs, lesson plans, and formal observations.	7/1/21	11/15/21	School Based Team, Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
8	1	Collaborate with students, staff, parents, and community to develop strategies/practice that enhances active student class participation and engagement.	11/16/21	2/15/22	School Based Team, Various Stakeholders
9	3	Professional development session will be offered to assist in implementation of best practices and strategies related to enhancing active student class participation and engagement.	11/16/21	2/15/22	School Based Team, Administration, Teachers
10	3	Arrange for student leaders to meet with peers, staff, administration, and parents to provide feedback on current practices and participation/engagement in the classroom.	11/16/21	2/15/22	School Based team, student leaders, administration, parents, staff
11	2	Conduct informal walkthrough data.	11/16/21	2/15/22	Administration
12	2	Evaluate trends in data based on walkthroughs, lesson plans, and formal observations.	11/16/21	2/15/22	School Based Team, Administration
13	1	Collaborate with students, staff, parents, and community to develop strategies/practice that enhances active student class participation and engagement.	2/16/22	4/15/22	School Based Team, Various Stakeholders
14	3	Professional development session will be offered to assist in implementation of best practices and strategies related to enhancing active student class participation and engagement.	2/16/22	4/15/22	School Based Team, Administration, Teachers
15	3	Arrange for student leaders to meet with peers, staff, administration, and parents to provide feedback on current practices and participation/engagement in the classroom.	2/16/22	4/15/22	School Based team, student leaders, administration, parents, staff
16	2	Conduct informal walkthrough data.	2/16/22	4/15/22	Administration
17	2	Evaluate trends in data based on walkthroughs, lesson plans, and formal observations.	2/16/22	4/15/22	School Based Team, Administration
18	1	Collaborate with students, staff, parents, and community to develop strategies/practice that enhances active student class participation and engagement.	4/16/22	6/30/22	School Based Team, Various Stakeholders

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
19	3	Professional development session will be offered to assist in implementation of best practices and strategies related to enhancing active student class participation and engagement.	4/16/22	6/30/22	School Based Team, Administration, Teachers
20	3	Arrange for student leaders to meet with peers, staff, administration, and parents to provide feedback on current practices and participation/engagement in the classroom.	4/16/22	6/30/22	School Based team, student leaders, administration, parents, staff
21	2	Conduct informal walkthrough data.	4/16/22	6/30/22	Administration
22	2	Evaluate trends in data based on walkthroughs, lesson plans, and formal observations.	4/16/22	6/30/22	School Based Team, Administration
23	2	Interpret final assessment data to determine effectiveness.	4/16/22	6/30/22	School Based Team, Administration

< 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	\$40,000	\$0	\$0	\$0	\$233,104
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	\$40,000	\$0	\$0	\$0	\$233,104
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	\$3,060	\$0	\$0	\$0	\$89,957
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	\$3,060	\$0	\$0	\$0	\$89,957
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	\$43,060	\$0	\$0	\$0	\$323,061

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

Completed By: Ellen Treadway

Title: Principal

Date: 06/28/2021

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