New Brunswick Adult High School

District:	NEW BRUNSWICK CITY	School Identification:	NA
County:	MIDDLESEX	Targeted Subgroup	
Team:	NA	CDS:	233530020

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
Math Teacher	Val Jayamaran	Yes	Yes	Yes		
History Teacher/ Jobs for American	Joe Kriete	Yes	Yes	Yes		
Principal	Tim Timberlake	Yes	Yes	No		
Counselor/CARES represententive	Jackie Alvarado	Yes	No	No		
Counselor/New Jersey Youth Corp	Liza Beauchamp	Yes	No	No		
Counselor/Adult Basic Education	Edna Urgilez	Yes	No	No		
Community Agent	Ushindi Lewis	No	Yes	No		
Parent	Unknown	Yes	No	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Student	unknown	Yes	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
11/10/2021	Comprehensive Data Analysis and Needs Assessment	No	No
10/14/2020	Prior Year Evaluation	Yes	Yes
11/18/2020	Prior Year Evaluation	Yes	Yes
01/08/2021	Smart Goal Development	Yes	Yes
03/15/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/07/2021	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS						
Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
PD sessions focus on developing a common practicethat advances each student's ability to construct logical arguments that require students to cite evidence	English	All Staff	Yes	No	No	Student success rate dropped 10% because of Covid-19 circumstances
Teachers will use common planning time to develop plans for differentiating and individualizing the delivery of curriculum and instruction	English	All Staff	Yes	Yes	Yes	Graduation number increased
Work with content area supervisors to design high level tasks aligned with classroom assessments and Math standards.	Math	Math teachers	Yes	No	No	Students success rate decreased

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)
Monitor attendance data and identify students in need of intervention. Conduct parent outreach calls	All	Chronically absent students	Yes	Yes	Yes	We targeted students with less than 40 credits. Previously we were only 33% successful. This year we were 50% successful.
Teachers to develop lessons and activities that are high level, engaging and meaningful to students.	All	all staff/classes	Yes	Yes	No	Student overall success rate dropped by 10% because of Covid-19 circumstances

	STUDENT ACHIEVEMENT			
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.		NB Adult Learning Center-CARES students are referred from New Brunswick High School. In the 2019-2020 and 2020-2021 school years CARES students did not particpate in the NJSLA exams or their alternatives.	The trend in the past is that 95% of our students have not completed the testing requirements to graduat. Average Algebra scores were at 709, average English 9 scores were at 706.
Science*	NJSLA Science Homepage, https:/measinc-nj-science.com/		Exam was cancelled for 2019-2020 and 2020-2021	Exam was cancelled for 2019-2020 and 2020-2021

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	NA	NA
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
		Students without Disabilities				

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

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					Courses in our programs do not meet every cycle. Therefore we can not have 95% participation during any one cycle.	Individual Action Plans are developed for each student. No two students have the same needs.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	100%	20%	0%	15%		
		10	83%	47.3%	73.6%	80%		
		11	11%	44.8%	6.8%	77%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		12	79%	2.2%	52.2%	26%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	100%	6%	53.3%	10%		

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	56%	57.8%	52.6%	85%		
		11	22%	65.5%	3.4%	100%		
		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	Due to Covid-19 circumstances, students did not complete our programs in their entirety. Many of our students worked to help ou families. Average age in our prohram is close to 19 years old.	Due to Covid-19 circumstances, students did not complete our programs in their entirety. Many of our students worked to help ou families. Average age in our prohram is close to 19 years old.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	25%	0%	0%	0%		
		10	33%	33.3%	28.5%	25%		
		11	3%	46.1%	50%	26%		
		12	29%	0%	30.4%	26%		

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	Mathematics was severely affected by the move to virtual learning for 3/4s of the school year. It was very difficult, especially in mathematics, to keep students focused virtually.	Mathematics was severely affected by the move to virtual learning for 3/4s of the school year. It was very difficult, especially in mathematics, to keep students focused virtually.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	25%	0%	12.5%	50%		
		10	30%	27.2%	40%	41%		
		11	50%	36.8%	0%	48%		
		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).		We have 8 ELL's in the program this year, three graduated, three made substantial progress. Two were unsuccessful	Work needs interferred with all students academic advancement

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	91	We are a very transient population. We accept student transfers from NBHS year round. In addition we graduate all fifth year student+ at four times a year. We started the year with 79 students, 114 students trnsferred into the program Forty-eight graduated this year and 63 students dropped out. Thirteen of the droppouts joined our New Jersey Youth Corps Program that preps students for the High School equivalency Exam and teaches them work place skills.	A very disturbing trend among our least successful students is the idea of waiting Covid-19 out. They are not moving forward but they are also not dropping out.
		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	74.04%	Over all attendance dropped Eleven percent	Many students picked up part-time work during the day to help support their families, and missed on average two day of instruction a week.
		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	62.63%	Many students picked up part-time work during the day to help support their families, and missed on average two day of instruction a week	Many students picked up part-time work during the day to help support their families, and missed on average two day of instruction a week
		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	99.23%	Teachers were available	Teachers were available, teachers came to work.

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%	We have a low suspension rate usually.	We have a low suspension rate usually
		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	Parents were invited to complete survey in both English and spanish. Three parents completed the survey. (3%) Twelve students completed the survey (13%) Six staff members completed the Survey (60%)	The low percentages on the survey for students and parents made the results inconsequential.
		Participation	0	12	3	60		

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	65% of our students this year have had positive outcomes each cycle. Positive outcomes are defined by achieving 5.0 credits each cycle, Graduating, or leaving the school for one of our High School Equivalency programs. . NB Adult learning Center graduation rates are included in New Brunswick High School graduation rate.	100% of our students are at risk, many have double-digit set of indicators that would point out students as potential drop outs.
		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.		15% of our graduates have enrolled in post-secondary programs.	15% of our graduates have enrolled in post-secondary programs.
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		To the best of our knowledge, 10% of our seniors took the SAT. We did not offer the PSAT this year.	We are tranding downwards.
Algebra	Previous year's data provided. Please provide current year's data if possible.		18 students were re-enrolled in Algebra I (all students had taken Algebra and failed the course). Twenty eight percent received a "C" or better. No students took the NJSLA this year	We are tranding downwards.

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	There wer no unsatisfactory evaluations. All teachers were scored effective or better.There are no teachers on a CAP. We had no teachers on a "CAP" the previous year.	Teachers did a tremendous job adapting to both the virtual learning world and the hybrid learning world.
		Observation Waiver?	No		
		# Teachers to Evaluate	11		
		# Non-tenure teachers (years 1 & 2)	5		
		# Non-tenure teachers (years 3 & 4)	2		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	29		
		# Completed	29		
		# Highly Effective	6		
		# Effective	23		

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

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent Involvment	Virtual Parent meetings were sparsely attended.	attendance records	Observation and trend data from Parent engagement Meetings indicate that less than 105 of families are represented at parent meetings. Parents are contacted through multiple means; by letter, email, text message, phone blast, in English and Spanish.

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	Teachers are solid and effective	We want to continue to focus on high level tasks
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	3-Developing	Teacher's continue to differentiate both curriculum and assessments	We continue to work on assessments with the intent to increase student engagement, improve higher order thinking. We want to assess and advance students understanding
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	The NB Adult Learning Center/CARES program consist of a tight knit group of ten teachers who collaborate on a regular basis.	We will continue to collaborate to inprove teaching and to improve learning.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	The culture of the school is one of caring. Teachers are very involved in helping the students be successful.	We began work with our miost vulnerable group students who enter our program with less than 40 credits. We plan on continuing the work
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	The principal has an open door policy and is willing to try new ideas.	Continue to support the teachers to develop professionaly and to improve teaching and learning.

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?)

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)		Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Effective Instruction	Students struggle with citing textual evidence, analyzing point of view, author's purpose and assessing valid arguments. Students also struggle with producing clear and coherent writing. In which the development of organization and style development are appropriate to style development are appropriate to style, task purpose and audience	Review of schoolwide evaluations indicate that teacjhers continue to score lowest in "Using questions and Discussion techniques", "Engaging students in Learning", and "Assessment in instruction". Instructional time needs to be utilized to include more focused, differentiated assessing and advancing questioning. Instruction in all content areas needs to include more high level tasks that integrate content area instruction across the curriculum with the essential components of ELA instruction including: citing textual evidence, analyzing points of view, author's purpose, and assessing valid arguements.	All Students	1	Teachers will focus on PD Goal 2 of the district- To increase student acievement by developing, implementing and evaluating a common practice of designing cognatively engaging, high-level, student-centered tasks that is equitable, measurable and aligned to the standards.
				2	Teachers will use common planning time to develop plans for differentiating assignments and instruction - aligning practice to district and school PD Plan Goal 2. To increase student achievement by developing, implementing and evaluating a common practice of designing cognitively engaging, high-level, student-centered tasks that is equitable, measurable and aligned to the standards.
				3	Teachers will focus on district and school PD goal #3- To personalize student learning through the implementation of an equitable whole-school approach totechnology integration.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Students struggle with interpreting functions, modeling and reasoning with equations and inequalities, trigonometric functions, interpreting functions, seeing structure and expressions, expressing geometric properties with equations.	Review of schoolwide evaluations indicate that teacjhers continue to score lowest in "Using questions and Discussion techniques", "Engaging students in Learning", and "Assessment in instruction" Instructional time needs to be utilized to include more focused, differentiated assessing and advancing questioning. Classroom assessments may not be aligned to standards	All Students	1	Planning time will be used to identify struggling students and to develop specific intervention plans for students. Teachers will focus on district and school PD plan goal #2 To increase student acievement by developing, implementing and evaluating a common practice of designing cognatively engaging, high-level, student-centered tasks that is equitable, measurable and aligned to the standards.
				2	Teachers will focus on District and school PD plan Goal #1: To engage in reflective practice about our own identities and lens through which we view the world, to better honor the identities of the students/community we serve and reduce the predictability of who succeeds and who fails.
				3	Teachers will work with the content area supervisors to calibrate alignment of high level classroom tasks.

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 school information system records, CARES students traditionally struggle with consistent school attendance.	All of our students have multiple indicators or risk factors outside of school that effect their attendance. Students that are overaged and under credited lack motivation to engage in school and the material presented to them.	Chronically absent students,	1	Monitor student attendance and identify students in need of intervention. Students to be held accountable to attendance . Parents will be engaged through parent outreach, calls and frequent updates regarding student attendance and progress.
				2	Teachers to develop blended learning lessons and high level tasks that enables students to access to be accountable to the learning
				3	Teachers will focus on District PD goal" To personalize student learning through the implementation of an equitable whole school approach to technology instructional integration.

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 our School Information system, CARES students who enter our program with less than 40 credits are at the highest risk of dropping out	Students who are overage and severely under credited feel a disconnect with the school system. They do not engage with the material or with the teachers on a regular basis.	Students with less than forty credits	1	Create small groups of students (3-5) to be mentored and followed by each teacher. We will use our "Lunch and Learn" time to reach out to these students
				2	Create activities and lessons to use in oue Mentoring/advisory time.
				3	Follow up with positive reinforcement for positive outcomes for students who are in this subset.

SMART Goal 1

By June 30, 2022, 80% of Students will close the 2020-2021 NJSLA baseline deficit by 5%, as evidenced by performane on ELA school-based assessments, state portfolio assessments, alternate state assessments, and the 2021-2022 NJSLA assessments

Priority Performance | Students struggle with citing textual evidence, analyzing point of view, author's purpose and assessing valid arguments. Students also struggle with producing clear and coherent writing. In which the development of organization and style development are appropriate to style development are appropriate to style, task purpose and audience

Strategy 1: | Teachers will focus on PD Goal 2 of the district- To increase student acievement by developing, implementing and evaluating a common practice of designing cognatively engaging, high-level, student-centered tasks that is equitable, measurable and aligned to the standards.

Strategy 2: | Teachers will use common planning time to develop plans for differentiating assignments and instruction - aligning practice to district and school PD Plan Goal 2. To increase student achievement by developing, implementing and evaluating a common practice of designing cognitively engaging, high-level, student-centered tasks that is equitable, measurable and aligned to the standards.

Strategy 3: | Teachers will focus on district and school PD goal #3- To personalize student learning through the implementation of an equitable whole-school approach totechnology integration.

Target Population: | All Students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 20% of students schoolwide will close the 2020-2021 NJSLA deficit by 5%.	Performance on ELA school based assessments, portfolio assessment , alternate state assessments final course grades., and Graduates.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, 2022, 40% of students schoolwide will close the 2020-2021 NJSLA deficit by 5%.	Performance on ELA school based assessments, portfolio assessment , alternate state assessments final course grades., and Graduates.
Apr 15	By April15, 2022, 60% of students schoolwide will close the 2020-2021 NJSLA deficit by 5%.	Performance on ELA school based assessments, portfolio assessment , alternate state assessments final course grades., and Graduates.
Jul 1	By June 30, 2022, 80% of Students will close the 2020-2021 NJSLA baseline deficit by 5%, as evidenced by performane on ELA school-based assessments, state portfolio assessments, alternate state assessments, and the 2021-2022 NJSLA assessments	Performance on ELA school based assessments, portfolio assessment , alternate state assessments final course grades., and Graduates.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Teachers will integrate reading and writing instruction across curriculum content areas	9/8/21	6/24/22	All staff
2	2	Common planning time to develo plans for differentiating and individualizing the delivery of curriculum and instruction	9/8/21	6/24/22	all staff
3	3	Reduce class size to 15:1	9/8/21	6/24/22	administration

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Existing teachers will integrate reading and writing across the curriculum	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local
2	Existing common planning time will be utilized	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local
3	Create class sizes of 15:1	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local

SMART Goal 2

By June 30, 2022, 80% of Students will close the 2020-2021 NJSLA baseline deficit by 5%, as evidenced by performane on Mathematics school-based assessments, state portfolio assessments, alternate state assessments, and the 2021-2022 NJSLA assessments

Priority Performance	Students struggle with interpreting functions, modeling and reasoning with equations and inequalities, trigonometric functions, interpreting functions, seeing structure and expressions, expressing geometric properties with equations.
Strategy 1:	Planning time will be used to identify struggling students and to develop specific intervention plans for students. Teachers will focus on district and school PD plan goal #2 To increase student acievement by developing, implementing and evaluating a common practice of designing cognatively engaging, high-level, student-centered tasks that is equitable, measurable and aligned to the standards.
Strategy 2:	Teachers will focus on District and school PD plan Goal #1: To engage in reflective practice about our own identities and lens through which we view the world, to better honor the identities of the students/community we serve and reduce the predictability of who succeeds and who fails.
Strategy 3:	Teachers will work with the content area supervisors to calibrate alignment of high level classroom tasks.
Target Population:	All Students

Interim Goals
SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 20% of students schoolwide will close the 2020-2021 NJSLA deficit by 5%.	Performance on ELA school based assessments, portfolio assessment , alternate state assessments final course grades., and Graduates.
Feb 15	By February 15, 2022, 40% of students schoolwide will close the 2020-2021 NJSLA deficit by 5%.	Performance on ELA school based assessments, portfolio assessment , alternate state assessments final course grades., and Graduates.

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	By April15, 2022, 60% of students schoolwide will close the 2020-2021 NJSLA deficit by 5%.	Performance on ELA school based assessments, portfolio assessment , alternate state assessments final course grades., and Graduates.
Jul 1	By June 30, 2022, 80% of Students will close the 2020-2021 NJSLA baseline deficit by 5%, as evidenced by performane on Mathematics school-based assessments, state portfolio assessments, alternate state assessments, and the 2021-2022 NJSLA assessments	Performance on ELA school based assessments, portfolio assessment , alternate state assessments final course grades., and Graduates.

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Subject area teachers will meet with subject area supervisors monthly and participate in subject area PD three times a year.	9/8/21	6/24/22	All Staff
2	2	Common planning time to develo plans for differentiating and individualizing the delivery of curriculum and instruction	9/8/21	6/24/22	All Staff
3	3	Reduce class size to 15:1	9/9/21	6/24/22	Administration

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Existing teachers with the help of Existing subject area supervisors will develop implement and evaluate a common practice of purposeful differentiated instruction.	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Existing common planning time will be utilized	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local
3	Create class to fit 15:1 ratio	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local

SMART Goal 3

By June 30, 2022, 100% of students will close the gap between the state average for Average Daily Attendance by 5% and 100% of the students will close the gap between the state average for chronic absenteeism by 5%

Priority Performance   Based on the school information system records, CARES students traditionally struggle with consistent school attendance.

Strategy 1:   Monitor student attendance and identify students in need of intervention. Students to be held accountable to attendance . Parents will be engaged through parent outreach, calls and frequent updates regarding student attendance and progress.

Strategy 2:   Teachers to develop blended learning lessons and high level tasks that enables students to access to be accountable to the learning

Strategy 3:   Teachers will focus on District PD goal" To personalize student learning through the implementation of an equitable whole school approach to technology instructional integration.

Target Population: Chronically absent students,

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021 will close the gap between the state average for ADA and 40% of students will close the gap between the state average for chronic Absenteeism.	School's student information attendance system
Feb 15	By February 15, 2022 will close the gap between the state average for ADA and 60% of students will close the gap between the state average for chronic Absenteeism.	School's student information attendance system
Apr 15	By April 15, 2021 will close the gap between the state average for ADA and 80% of students will close the gap between the state average for chronic Absenteeism.	School's student information attendance system

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 30, 2022, 100% of students will close the gap between the state average for Average Daily Attendance by 5% and 100% of the students will close the gap between the state average for chronic absenteeism by 5%	School's student information attendance system

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Monitor attendance data and identify students in need of intervention. Out reach to adult students and to parents.	9/8/21	6/24/22	all staff
2	2	Teachers to develop lessons and activities that are high level, engaging and meaningful to students.	9/8/21	6/24/22	all staff
3	3	Present monthly PD sessions that focus on Blended learning and differentiated learning	9/8/21	6/24/22	District and Building administrators

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Existing teaching staff, counselor, administration and administrative assistant will provide out reach to parents	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local
2	Existing administration will present pd on developing lessons and activities that are high level, engaging and meaningful to students.	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local
3	Existing administration will present pd on Blended learning and differentiated learning	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local

SMART Goal 4

By June 30, 2022, 100% of Ninth and Tenth grade students will closethe gap on credit accumulation by 5% and 55% will move up a grade.

Priority Performance	Based on our School Information system, CARES students who enter our program with less than 40 credits are at the highest risk of dropping out
Strategy 1:	Create small groups of students (3-5) to be mentored and followed by each teacher. We will use our "Lunch and Learn" time to reach out to these students
Strategy 2:	Create activities and lessons to use in oue Mentoring/advisory time.
Strategy 3:	Follow up with positive reinforcement for positive outcomes for students who are in this subset.
Target Population:	Students with less than forty credits

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15,2021, 55% of Ninth and tenth graders will have accumulate 7.5 credits or the equivalent.	Student Information System
Feb 15	By February 15, 2022, 55% of Ninth and tenth graders will have accumulate 15 credits or the equivalent	Student Information System
Apr 15	By April 15, 2022, 55% of Ninth and tenth graders will have accumulate 22.5 credits or the equivalent	Student Information System
Jul 1	By June 30, 2022, 100% of Ninth and Tenth grade students will closethe gap on credit accumulation by 5% and 55% will move up a grade.	Student Information System

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Create advisory/ mentoring opportunities for staff, assigning 3-5 students to each staff member	9/8/21	6/24/22	all teaching staff
2	2	Use CPT time to look at lessons and activities from variuos other organizations that use advisories	9/8/21	6/24/22	all teaching staff
3	3	Create SEL events including, Thanksgiving feast, winter holiday breakfast, Valentines event, spring barbeque, celebrations of honor roll, improved attendance, etc	9/8/21	6/24/22	all teaching staff, counselor, administration

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Use existing common planning time	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local
1	Develop plan during staff meetings	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local
3	Staff planned events	INSTRUCTION - Personnel Services - Salaries / 100-100	$1	State/Local

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	$12	$0	$0	$0	$0	$0	$0	$0	$12
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		$12	$0	$0	$0	$0	$0	$0	$0	$12
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	$0	$0	$0	$0	$0	$0	$0
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	$0	$0	$0	$0	$0	$0	$0
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			$12	$0	$0	$0	$0	$0	$0	$0	$12

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	$0	$0	$0
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$0	$0	$0	$0

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.	
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.	
x		Effective Instruction
x		Effective Instruction
x		Climate and Culture, including Social and Emotional Learning
x		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: Timothy M Timberlake

Title: Principal New Brunswick Adult High School

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.

Certified By: Richard Jannarone

Title: School Business Adminstrator

Date: 07/23/2021

ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and

x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: Richard Jannarone

Title: School Business Adminstrator

Date: 07/23/2021