School #12

District: CLIFTON CITY

County: PASSAIC

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 310900170

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	Rosmunda Kenning	Yes	Yes	Yes		
Assistant Principal	Jennifer Rey	Yes	Yes	Yes		
Director of Curriculum and	Janina Kusielewicz	Yes	Yes	Yes		
Math Supervisor	Erin Zmuda	Yes	Yes	Yes		
Language Arts Supervisor	Valerie Kropinack	Yes	Yes	Yes		
Teacher	Dana Murdoch	Yes	Yes	Yes		
Teacher	Luciana Camarneiro	Yes	Yes	Yes		
Teacher	Michelle DeHaven	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
06/01/2021	Comprehensive Data Analysis and Needs Assessment	No	No
09/08/2021	Prior Year Evaluation	No	No

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS						
Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Targeted instruction in reading literature and reading informational text in daily guided reading groups.	Language Arts	Gen. Ed., Sp. Ed., ELL Students	Yes			+80 scaled score points for gen. ed., +70 scaled score points for Sp. ed., +50 scaled score points for ELL
Small group targeted interventions to increase mastery in Mathematics	Mathematics	Gen. Ed., Sp. Ed.. ELL Students	Yes			15% increase from placement to post test

< Student Achievement - NO DATA >

< Climate & Culture - NO DATA >

< College & Career Ready - NO DATA >

< Evaluation Information - NO DATA >

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

<CNA: NO DATA >

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	Review of data reveals insufficient progress in student performance.	Students weakness in the areas of Reading Literature, Reading Informational and Language (Vocabulary) lead to deficient application and understanding from grade to grade.		1	Professional development on close reading (3-5), Fundations (K-2), integrated and writer's workshop and differentiation during center/station time.
				2	Strengthen delivery of Fundations, close reading, reader's and writer's workshop and center/stations.
				3	Monitor student progress with quarterly STAR assessment, AR360 (close reading), MyOn and use data to measure growth.
Effective Instruction	Data reveals School 12 lags behind the district in grades 3-5.	Limited mathematical content mastery and mathematical fluency in the early grades translates to weaknesses that move up the grade levels. Additionally, there seems to be inconsistent implementation of the special education modified assessments for resource students.		1	PLCs twice a marking period to review data with students witht he K-8 math supervisor and elementary math coach.
				2	Embedded math coaching and prfessional development to ensure consistent implementation.
				3	Implement best practices for mastering math content.

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	Priority Area: Subgroup populations are not demonstrating success in math and language arts as per data analysis due to an uneven implementation in the learning environment.	We serve a transient population of the students who are included in our subgroups. The lack of parent knowledge to assist students continues to be a challenge. Language barriers and demographic challenges continue to affect parental involvement.		1	Professional development addressing cultural norms and team building.
				2	Continue to review topics for "Understanding the At-Risk."
				3	Development modalities to reach out to the parents to engage them with our social activities. Provide parent professional development in the area of basic skills remediation.
Effective Instruction	Priority Area: Instructional times is not always utilized to its maximum proficiency level due to the lack of rigor, differentiation, and level of student engagement in the learning environment.	Differentiation of instruction is not implement with fidelity. Occasional low levels of student engagement and lack of rigor result in classroom management concerns.		1	Professional development to educate staff on areas of differentiation, rigor and levels of student engagement as it pertains to the Danielson Framework.
				2	Common planning time in the master schedule for grade levels and support teachers and coordinate with extended programs.
				3	Continue to professionally develop teachers on the connection between Domain 2A and 3A, classroom procedures and student engagement.

SMART Goal 1

School 12 will provide targeted instruction in reading literature, reading informational text and foundation skills in daily guided ready groups, resulting in an increase of +80 scale score points in general education, +70 scale score points for Special Education and +50 scale score points for LE students in the corresponding strands of the Star Reading Assessment from Fall to Spring.

Priority Performance   Review of data reveals insufficient progress in student performance.

Strategy 1:   Professional development on close reading (3-5), Fundations (K-2), integrated and writer's workshop and differentiation during center/station time.

Strategy 2:   Strengthen delivery of Fundations, close reading, reader's and writer's workshop and center/stations.

Strategy 3:   Monitor student progress with quarterly STAR assessment, AR360 (close reading), MyOn and use data to measure growth.

Target Population:

Interim Goals
SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of MP 1, professional developement in Fundations, Close Reading, and Writer's Workshop implementation. STAR and benchmark assessments will be administered and both formal and informal observations will take place.	Reflective feedback from staff and professional developer, STAR reading summary reports, and model assessments scores in LinkIt will all provide sources of evidence.
Feb 15	By the end of MP 2, we will continue to conduct formal and informal observations with timely and meaningful feedback provided. We will administer Model Curriculum Unit 3 assessments.	Model assessments scores in LinkIt, observation trends from Teachscape and walk through data will all provide sources of evidence.
Apr 15	By the end of MP 3, teachers will monitor and collect data (K-1 Raz Kids, 2-5 STAR reports) on a bi-weekly basis to be submitted in conjunction with plan books for administrative review.	Data reports submitted with plan books.

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	School 12 will provide targeted instruction in reading literature, reading informational text and foundation skills in daily guided ready groups, resulting in an increase of +80 scale score points in general education, +70 scale score points for Special Education and +50 scale score points for LE students in the corresponding strands of the Star Reading Assessment from Fall to Spring.	

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Assign BSI teachers, Reading Specialist and Targeted At-Risk teachers based on student needs.	9/7/21	10/29/21	Teachers
2	1	Professional development to further enhance teachers' abilities to differentiate instruction and collaborate with one another.	9/7/21	2/25/22	Principal
3	3	Present reading goals to parents at back-to-school night along with information regarding STAR and AR.	9/22/21	10/29/21	Teachers
4	2	Implement guided reading with flexible groups in classrooms, supported by reading specialist and BSI teachers.	9/7/21	10/29/21	Teachers
5	3	Utilize STAR instructional planning toolls to dirve instruction during guided reading lessons.	9/7/21	6/17/22	Data Team / Teachers
6	3	Data Teams meet with teachers on as-needed basis to support the Use of STAR data to drive instruction.	9/7/21	6/17/22	Data Team / Teachers
7	3	Identify students that fall short of proficiency levels and use multiple measures to identify and assign students to interconnected day and weekend programs.	9/7/21	10/29/21	Teachers
8	3	Identify students for Saturday academy. Continue to use STEM program throughout Saturday academy.	11/16/21	5/20/22	Principal

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
9	2	Begin at-risk tutoring for identified students.	9/28/21	5/20/22	Principal / Teachers
10	1	Use walkthroughs focused on differentiation and level of engagement to monitor classroom practices every two weeks.	9/14/21	6/17/22	Principal
11	3	Review data collected to ensure goal has been met.	9/14/21	6/17/22	Principal
12	3	Conduct STAR administrations Fall, Winter, and Spring.	9/14/21	6/17/22	Teachers
13	3	Implement AR competitions.	9/14/21	6/17/22	Teachers
14	1	Summer Focused Early Intervention Programs.	5/10/22	6/17/22	Teachers / Principal

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Assign teacher salary Reading Recovery Teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	$92,870	Federal Title I (School Allocation)
1	Assign teacher salary Reading Recovery Teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	$75,128	Federal Title I (School Allocation)
1	Assign teacher salary Reading Specialist	INSTRUCTION - Personnel Services - Salaries / 100-100	$99,788	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Assign teacher benefits Reading Recovery Teacher	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$24,147	Federal Title I (School Allocation)
1	Assign teacher benefits Reading Recovery Teacher	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$43,974	Federal Title I (School Allocation)
1	Assign teacher benefits Reading Specialist	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$24,665	Federal Title I (School Allocation)

SMART Goal 2

By June 2022, School 12 students will participate in standards based instruction and small group targeted instruction to increase mastery of the New Jersey Student Learning Standards in mathematics as measured by a 15% increase from placement test to post test for targeted subgroups.

Priority Performance   Data reveals School 12 lags behind the district in grades 3-5.

Strategy 1:   PLCs twice a marking period to review data with students witht he K-8 math supervisor and elementary math coach.

Strategy 2:   Embedded math coaching and prfessional development to ensure consistent implementation.

Strategy 3:   Implement best practices for mastering math content.

Target Population:

Interim Goals
SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Professional Development will continue to be provided for grades 3-5. Mth coach will provide targeted professional development for each grade level. Form small groups based on results of placement test. Observation both formal and informal. District topic tests will include model curriculum questions.	Reflective feedback from staff and math coach. Imagine Math, Data Review, LinkIt summary sheets and district benchmarks.
Feb 15	Observations both formal and informal. District topic tests will include model curriculum questions. Math supervisor and math coach will continue to support staff members.	Reflective feedback from staff and math coach. District review of LinkIt reports.
Apr 15	Teachers will monitor and collect data (K-5 Imagine Math) on a bi-weekly basis to be submitted with plan books for administrative review.	Data reports with plan books.

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2022, School 12 students will participate in standards based instruction and small group targeted instruction to increase mastery of the New Jersey Student Learning Standards in mathematics as measured by a 15% increase from placement test to post test for targeted subgroups.	

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Identify teachers in need of professional development in Math	9/7/21	11/26/21	Principal
2	3	Present math goals to be presented at back to school night along with enVisions login and Imagine Math information.	9/22/21	10/29/21	Teachers / Principal
3	1	Continue to support teachers in professional development of the Imagine Math program.	9/7/21	2/25/22	Principal
4	3	Continue to utilize UDL menus in Math.	9/7/21	6/7/22	Teachers
5	3	All grades will utilize Imagine Math student reports to identify deficiencies among students to drive small group instruction.	9/7/21	6/7/22	Teachers
6	3	Data team will meet with teachers on an as needed basis to support the use of Imagine Math data to drive instruction.	9/7/21	6/7/22	Teachers
7	1	Math supervisor meets with all grade levels after placement test and mid year benchmark to analyze data.	9/7/21	2/25/22	Data Team / Teachers
8	3	Continue to implement math word walls to increase math vocabulary.	9/7/21	6/7/22	Math Supervisor
9	3	Continue to implement work walls.	9/7/21	6/17/22	Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
10	3	Use muliple measures to assign students to interconnected and extended day programs.	9/7/21	10/29/21	Principal
11	3	Implement revised math curriculum in grades 3-5.	1/4/22	5/13/22	Principal
12	3	Continue to implement restructured Saturday Academy.	1/4/22	5/13/22	Principal
13	3	Tutoring program for at-risk students.	9/21/21	11/23/21	Principal
14	3	Use walkthroughs to monitor consistent implementation of instuctional practices across grade levels.	9/14/21	6/17/22	Principal
15	1	Assign BSI intervention Teachers	9/14/21	6/17/22	Director of C and I

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
15	Assign teacher salary for BSI teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	$75,128	Federal Title I (School Allocation)
15	Assign teacher salary for BSI teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	$86,793	Federal Title I (School Allocation)
15	Assign teacher salary for BSI teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	$82,029	Federal Title I (School Allocation)
15	Assign teacher salary for BSI teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	$88,452	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
15	Assign teacher benefits for BSI teacher	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$43,179	Federal Title I (School Allocation)
15	Assign teacher benefits for BSI teacher	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$54,577	Federal Title I (School Allocation)
15	Assign teacher benefits for BSI teacher	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$43,974	Federal Title I (School Allocation)
15	Assign teacher benefits for BSI teacher	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$43,974	Federal Title I (School Allocation)

SMART Goal 3

By June 2022, School 12 staff will research strategies and become knowledgeable on how students learning is being affected by social media and computer games. We will heighten parental awareness though workshops and community collaboration. Provide support for overall Social Emotional Learning to help students be ready to learn and cope with negative external influences.

Priority Performance   Priority Area: Subgroup populations are not demonstrating success in math and language arts as per data analysis due to an uneven implementation in the learning environment.

Strategy 1:   Professional development addressing cultural norms and team building.

Strategy 2:   Continue to review topics for "Understanding the At-Risk."

Strategy 3:   Development modalities to reach out to the parents to engage them with our social activities. Provide parent professional development in the area of basic skills remediation.

Target Population:

Interim Goals
SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Targeted PD on social media and computer games will be provided. Initiate parent workshops.	PD Agenda and Minutes, Parent workshop Reference Sheets
Feb 15	Administration will complete 10 targeted walkthroughs per week, continue unannounced observations. Targeted, school based PD and PLCs on effective communication with diverse students will be provided for teachers.	Danielson Frontline data, walkthrough rubrics, PD agendas
Apr 15	We will analyze and compare the data results from the student climate and culture pre and post surveys.	Survey results

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2022, School 12 staff will research strategies and become knowledgeable on how students learning is being affected by social media and computer games. We will heighten parental awareness though workshops and community collaboration. Provide support for overall Social Emotional Learning to help students be ready to learn and cope with negative external influences.	PD agendas and walkthrough data

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Organize and facilitate parent fair.	9/7/21	10/29/21	Principal
2	3	Administer beginning of the year parent survey.	9/14/21	11/30/21	Principal
3	1	Provide PD for all staff on the social media and computer games.	9/14/21	2/28/22	Principal
4	2	Identify at risk students and provide needed programs after school to interact socially and academically with their peers.	9/7/21	10/29/21	Principal
5	2	Student survey on social media and computer games use and knowledge.	9/7/21	5/27/22	Teachers
6	2	Provide students in graades 4 and 5 with assemblies about social media and computer games use and how to navigate safely.	9/7/21	6/17/22	Teachers
7	2	Provide support for overall Social Emotional Learning by counselors to help students after school and in the summer to be ready to learn and cope with negative external influences.	3/1/22	8/5/22	Counselors

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

By the end of cycle three of the Danielson Teachscape Evaluation model, 80% of identified teachers will be rated effective or highly effective in Domain 3, as a result of UDL implementation, aligned to NJSLS, rigorous leveled and tiered differentiated stations in Language Arts and Math.

Priority Performance   Priority Area: Instructional times is not always utilized to its maximum proficiency level due to the lack of rigor, differentiation, and level of student engagement in the learning environment.

Strategy 1:   Professional development to educate staff on areas of differentiation, rigor and levels of student engagement as it pertains to the Danielson Framework.

Strategy 2:   Common planning time in the master schedule for grade levels and support teachers and coordinate with extended programs.

Strategy 3:   Continue to professionally develop teachers on the connection between Domain 2A and 3A, classroom procedures and student engagement.

Target Population:

Interim Goals
SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Develop walk though rubric and set baselinescores from 10 targeted walkthroughs per week. Announce observations will be initiated and data collected to analyze Domain 2A and 3A data. Provide targeted PD using trends from data.	Frontline data, observations summaries by teachers and administration.
Feb 15	10 targeted walkthroughs per week will continue to be conducted by administration. Provide targeted PD using trends from data	Frontline data, observation summaried by teachers and administration.
Apr 15	Continue to analyze and compare the data results from the student climate and culture pre and post surveys.	Survey results.

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By the end of cycle three of the Danielson Teachscape Evaluation model, 80% of identified teachers will be rated effective or highly effective in Domain 3, as a result of UDL implementation, aligned to NJSLS, rigorous leveled and tiered differentiated stations in Language Arts and Math.	Teacher Evaluation Results.

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Develop master schedule to include common planning time weekly and PLCs as needed.	9/7/21	10/29/21	Principal
2	1	Continue to support teachers on the differentiated process and procedures to increase the level of student engagement in Language Art Literacy.	9/7/21	6/17/22	Principal
3	1	Continue to support teachers on the differentiated process and procedures to increase the level of student engagement in Mathematics.	9/7/21	6/17/22	Principal
4	1	Continue to support and implement UDL.	9/7/21	6/17/22	Teachers / Principal
5	1	Select teacher teams will continue to use instructional choice menus to support UDL.	9/7/21	6/17/22	Teachers
6	3	Provide PD to increase level of engagement during classroom instruction.	10/5/21	4/29/22	Principal
7	3	Begin Formal observations with specific focus on 2A and 3A in the Danielson model.	10/5/21	4/29/22	Principal
8	1	Special education supervisor conducts department PLCs two times per year to ensure implementation of UDL.	9/7/21	6/17/22	Special Ed Supervisor
9	1	SINI core team meets for interim review of data.	12/7/21	6/17/22	Data Team

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
10	3	Complete and review formal evaluation data.	3/1/22	6/17/22	Principal
11	3	Provide PD on time management and rigor in the classroom.	9/7/21	6/17/22	Principal

< 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	$600,188	$0	$0	$0	$0	$0	$600,188
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	$600,188	$0	$0	$0	$0	$0	$600,188
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	$278,490	$0	$0	$0	$0	$0	$278,490
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	$278,490	$0	$0	$0	$0	$0	$278,490
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	$878,678	$0	$0	$0	$0	$0	$878,678

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	$878,678	$0	$878,678
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$0	$878,678	$0	$878,678

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		Effective Instruction
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: Rosmunda Kenning

Title: Principal

Date: 04/07/2022

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: Mike Ucci

Title: Business Administrator

Date: 04/07/2022

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: Janina Kusielewicz

Title: Assistant Superintendent

Date: 04/07/2022