STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

2021-2022

Keansburg High School

District: KEANSBURG BORO

County: MONMOUTH

Team: Central

School Identification: Comprehensive Support

Targeted Subgroup

CDS: 252400010

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	Michael John Herits	No	No	Yes		
Vice Principal	Brian Kmak	Yes	Yes	Yes		
Christine Formica	Director of Curriculum and	Yes	Yes	Yes		
Shyly DeTalvo	Department Lead/Math	No	No	Yes		
Nicole Kmak	Department lead/ ELA Teacher	No	No	Yes		
Dean Foulks	Department Lead/History	No	No	Yes		
Lauri Murphy	Guidance Counselor	No	No	Yes		
Justine Ince	Special Education Teacher	No	No	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
George Hoff	Security	No	No	Yes		
Patricia Vaccarelli	School Nurse	No	No	Yes		
Margaret Daniel	CST	No	Yes	No		
Bernard Comey	Parent	Yes	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/19/2020	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
12/02/2021	Progress Monitoring,Prior Year Evaluation	Yes	Yes
01/27/2022	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
02/22/2022	Progress Monitoring	Yes	Yes
01/20/2022	Progress Monitoring	Yes	Yes
06/23/2021	Priority Performance Needs and Root Cause Analysis,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)
RTI interventions using multiple measures	Math & ELA	Algebra 1, Algebra II & Geometry, English I, II	Yes	Yes	No	Identification of students utilizing multiple measures was successful. The program during COVID was challenging to implement with success.
Goal Setting utilizing data from Social Emotional Survey	Climate & Culture	All Students	No	No	No	This was not implemented this school year.

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.	Student Group	ELA	Math	Alg1	Alg2	Geo	N/A	N/A
		Schoolwide	24.4%	10.7%	*	*	10%		
		White	25%	13.2%	*	*	20%		
		Hispanic	27.1%	10.6%	10%	*	*		
		Black or African American	16%	*	*		*		
		Asian, Native Hawaiian, or Pacific Islander	*	*			*		
		American Indian or Alaska Native	*	*	*				
		Two or More Races	*	*	*				
		Female	28.4%	*	*	*	*		
		Male	20.9%	*	*	*	*		
		Economically Disadvantaged Students	14.3%	*	*	*	*		
		Non-Economically Disadvantaged Students	30.9%	*	*	*	*		
		Students with Disabilities	*	*	*	*	*		
		Students without Disabilities	*	*	*	*	*		
		English Learners	*	*	*				
		Non-English Learners	*	*	*	*	10%		
		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		
		Military-Connected Students							
		Migrant Students							

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data	Observations / Trends
Science*	NJSLA Science Homepage, https: /measinc-nj-science.com/	NJSLA-S				N/A	N/A
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide			7%		
		White			10%		
		Hispanic			0%		
		Black or African			0%		
		Asian, Native					
		American Indian or					
		Two or More Races			*		
		Female			4%		
		Male			10%		
		Economical ly					
		Non-Economical					
		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			7%		
		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	N/A	N/A
		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					Assessment calendars are developed district wide to maximize participation.	Students that were attending school virtually were extremely hard to track down in order to administer assessments.
		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	67.27%	76%	0%	78%		
		10	79%	93%	0%	73%		
		11	68.24%	77%	0%	76%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		12	0%	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%	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	89%	100%	0%	72%		

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	68%	55%	0%	71%		
		11	41%	88%	0%	63%		
		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	Final ELA BREAKDOWN: Eng. I 1% Not Meeting 24% Partially Meeting 39% Approaching 12% Bubble 24% Meeting 0% Exceeding Eng. II 1% Not Meeting 32% Partially Meeting 41% Approaching 8% Bubble 15% Meeting 3% Exceeding Eng. III 2% Not Meeting 40% Partially Meeting 42% Approaching 10% Bubble 7% Meeting 0% Exceeding	The majority of students fall within the approaching range.
		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%	19%	0%	24%		
		10	22%	19%	0%	15%		
		11	21%	7%	0%	7%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Final Math BREAKDOWN: Algebra I 1% Not Meeting 69% Partially Meeting 29% Approaching 0% Bubble 1% Meeting 0% Exceeding Geometry 8% Not Meeting 73% Partially Meeting 18% Approaching 0% Bubble 0% Meeting 0% Exceeding Algebra II 24% Not Meeting 64% Partially Meeting 12% Approaching 0% Bubble 0% Meeting 0% Exceeding	The majority of students fall within the partially meeting range.
		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	3%	0%	0%	1%		
		10	3%	0%	0%	0%		
		11	0%	6%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%	N/A	N/A

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	386	School district has a high transient rate	School district has a high transient rate
		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	92.23%	School attendances was highly inconsistent due to changing of school schedule (virtual, hybrid, in person)	Students who attended in person instruction showed more consistent attendance.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	35.66%	Overall throughout the school year students were chronically absent over 30%.	Virtual attendance was the main factor in chronic absenteeism. All virtual students were required to be present and visible during all virtual class session.
		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	81.66%	Staff attendance is consistent throughout the year	Often staff members were required to quarantine during pandemic.

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	0.67%	Suspension Rate was lower this school as there were less incidents.	This could be due to less students in the school building.
		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	0.57%		
		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		N/A	N/A

COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate		
		Schoolwide	87.7%	87.9%		
		White	82.6%	86.7%		
		Hispanic	94.1%	91.7%		
		Black or African American	93.3%	89.5%		
		Asian, Native Hawaiian, or Pacific Islander	*	*		
		American Indian or Alaska Native	*	*		
		Two or More Races				
		Economically Disadvantaged Students	87%	87.7%		
		Students with Disabilities	70.8%	73.1%		
		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.	Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Statewide	64.2	74.4	25.6	86	14	90.7	9.3		
		White	68.4	80.8	19.2	92.3	7.7	92.3	7.7		
		Hispanic	53.3	87.5	12.5	100	0	100	0		
		Black or African American	58.3	42.9	57.1	57.1	42.9	71.4	28.6		
		Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*		
		American Indian or Alaska Native	*	*	*	*	*	*	*		

Data Source	Factors to Consider	Prepopulated Data								Your Data (Provide any additional data	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Two or More Races									
		Economically Disadvantaged Students	50	76.9	23.1	92.3	7.7	92.3	7.7		
		Students with Disabilities	37.5	100	0	100	0	100	0		
		English Learners	*	*	*	*	*	*	*		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT	Test	% of Students in School		
		Participating in PSAT	96.8		
		Participating in SAT	62.4		
		Participating in ACT	100		
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	83		
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	140		
		% of students who scored 4 or 5 on the PARCC assessment	*		

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Marshall		
		Observation Waiver?	No		
		# Teachers to Evaluate	46		
		# Non-tenure teachers (years 1 & 2)	2		
		# Non-tenure teachers (years 3 & 4)	44		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	133		
		# Completed	87		
		# Highly Effective	33		
		# Effective	7		

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 - 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	2-Emerging	Student learning objectives are aligned with New Jersey learning standards. Common assessments have been developed progress monitor growth.	On June 3, 2020, the State Board of Education adopted the 2020 NJSLS in the following content areas: Career Readiness, Life Literacies, and Key Skills; Comprehensive Health and Physical Education; Computer Science &;; Design Thinking; Science; Social Studies; Visual and Performing Arts; and World Languages. The district is in the process of rewriting these curricular documents for full implementation in fall of 2022.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	2-Emerging		
Assessment	1	A	3-Developing	Common assessments are utilized for each unit of the curriculum.	Continue to review formative assessments.
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	PD schedule allows for PLC time monthly.	Utilize the Department Leads to review data and create interdisciplinary projects.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	2-Emerging		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Mission has been developed in collaboration with all school stakeholders. Staff/community has input on surveys and committees for school wide decisions.	To address social emotional needs of staff and students.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	4-Sustaining		
	6	A	2-Emerging		
	7	A	2-Emerging		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	Staff transitioned easily to the new evaluation model.	Continue to use this tool as a reflective guide to improve instruction.

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	Low performance on ELA and Math benchmark testing.	Based on walkthrough data it is evident that instructional practices rely heavily on whole group instruction with little use of data to differentiate instruction. Teachers are fearful that assessments given online can often lead to misconceptions. Due to this, they do not always feel that scores students receive are accurate. Lastly, due to the lack proficiency, teachers are struggling to get through the curriculum.	All	1	Weekly Department Meetings
				2	Data and Curriculum Review
				3	Creation of Common Assessment and Interdisciplinary Projects
Graduation Rate	Due to the COVID Pandemic the rate of failure has increased	Daily 18% of the students were absent from school Lack of motivation and loss of instruction from COVID 19	All	1	Summer Credit Recovery Program
				2	After school Credit Recovery Program
				3	
Curriculum and Standards	Multiple measures indicate that a majority of students are not meeting grade level expectations in Math & ELA.	After analyzing multiple measures, it was determined that a large percentage of students are not entering high school on grade level. Daily 18% of the students were absent from school Lack of motivation and loss of instruction from COVID 19	All	1	Daily WIN Period on A/B rotation
				2	Multiple measure review and identification
				3	Notification to parents

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	Student Climate and Culture Survey yielded poor ratings	Lack of motivation and interest due to COVID 19 Pandemic	All	1	Challenge Day Program
				2	Beautification of School by students
				3	Climate and Culture Survey

SMART Goal 1

During the 2020-21 school year, Keansburg High School will utilize Department Leads resulting in an increase of 10% on each ELA and Math Benchmark (Form B & C).

Priority Performance   Low performance on ELA and Math benchmark testing.

Strategy 1:   Weekly Department Meetings

Strategy 2:   Data and Curriculum Review

Strategy 3:   Creation of Common Assessment and Interdisciplinary Projects

Target Population: All

Interim Goals
SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Administer benchmark A and review data with teachers.	Test Results Department Meetings
Feb 15	Administer benchmark B and review data with teachers.	Test Results Department Meetings
Apr 15:	Review curriculum, identify common assessments and interdisciplinary projects.	Curriculum Reveiw Department Meetings

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	During the 2020-21 school year, Keansburg High School will utilize Department Leads resulting in an increase of 10% on each ELA and Math Benchmark (Form B & C).	Review of student History Data in Linkit Department meetings

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Department meetings weekly	9/1/21	6/24/22	
2	2	Department Lead will provide sustained PD and individual coaching throughout the year	9/1/21	6/24/22	
3	3	Benchmarks will be administered and data will be reviewed/analyzed	9/3/21	6/24/22	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Department Lead Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$21,060	SIA

SMART Goal 2

During the 2020-21 school year, Keansburg High School will utilize an after school credit recovery program resulting in an increase of graduation rate by 5%.

Priority Performance   Due to the COVID Pandemic the rate of failure has increased

Strategy 1:   Summer Credit Recovery Program

Strategy 2:   After school Credit Recovery Program

Strategy 3:

Target Population: All

Interim Goals
SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify students' need for credit recovery (first half of the year). Coordinator will develop student goal sheet with students and sign student(s) up for Credit Recovery Program after school.	Completed Goal Sheet Attendance in after school Program
Feb 15	Identify students' need for credit recovery (second half of the year). Coordinator will develop student goal sheet with students and sign student(s) up for Credit Recovery Program after school.	Completed Goal Sheet Attendance in after school Program
Apr 15:	Follow up with students and run transcript evaluation.	Transcript Evaluation Report
Jul 1	During the 2020-21 school year, Keansburg High School will utilize an after school credit recovery program resulting in an increase of graduation rate by 5%.	Number of students who receive credits.

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Identify students in need of credit recovery due to failures	8/6/21	6/24/22	
2	2	Hire a coordinator and teachers to oversee and carryout the program	8/6/21	6/24/22	
3	3	Reach out to students and guardians inviting them to the program	8/6/21	6/24/22	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Coordinator salary for Credit Recovery Program	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$10,000	SIA

SMART Goal 3

During the 2020-21 school year, Keansburg High School will implement a daily WIN Period resulting in a 10% decrease of RTI students.

Priority Performance   Multiple measures indicate that a majority of students are not meeting grade level expectations in Math & ELA.

Strategy 1:   Daily WIN Period on A/B rotation

Strategy 2:   Multiple measure review and identification

Strategy 3:   Notification to parents

Target Population: All

Interim Goals
SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Utilize multiple measure measure report (first half of year) to identify students who need support. Schedule students for math and/or ELA WIN period(s)	Multiple Measure Report Schedule
Feb 15	Utilize multiple measure measure report (second half of the year) to identify students who need support. Schedule students for math and/or ELA WIN period (s)	Multiple Measure Report Schedule
Apr 15:	Review the program and strengths and weaknesses.	Meet with RTI Teachers Review Data
Jul 1	During the 2020-21 school year, Keansburg High School will implement a daily WIN Period resulting in a 10% decrease of RTI students.	Linkit Data

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Create and analyze data report	9/1/21	6/24/22	
2	2	Creat a WIN schedule and identify students for placement	8/6/21	3/1/22	
3	3	Meet regularly with RTI teachers	9/30/21	6/24/22	

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

During the 2020-21 school year, Keansburg High School will implement a Social Emotional Learning Challenge Program resulting in an increase in the Climate and Culture survey ratings leading to a more positive student experience.

Priority Performance   Student Climate and Culture Survey yielded poor ratings

Strategy 1:   Challenge Day Program

Strategy 2:   Beautification of School by students

Strategy 3:   Climate and Culture Survey

Target Population: All

Interim Goals
SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Identify areas around the school for improvement.	BOE approval of staff
Feb 15	Schedule dates for Challenge Program for SEL Counseling and Mentoring.	Scheduled events and guest speakers
Apr 15:	Hold challenge programs.	Challenge Assemblies and guest speakers
Jul 1	During the 2020-21 school year, Keansburg High School will implement a Social Emotional Learning Challenge Program resulting in an increase in the Climate and Culture survey ratings leading to a more positive student experience.	Student Climate Survey

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Walkthrough of grounds and building	8/13/21	6/24/22	
2	2	Encourage SEL within Lesson Planning	8/27/21	6/24/22	
3	3	Reach out to Challenge Day Program or Equivalent	10/21/21	1/13/22	
4	3	Identify dates to hold Challenge Program	10/21/21	5/6/22	

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Stipends to help promote the SEL efforts in the school	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$10,000	SIA
3	Challenge Day Program	SUPPORT SERVICES - Other Purchased Services / 200-500	$10,000	SIA

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	$0	$0	$0	$0	$0	$0	$0
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	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$41,060	$0	$41,060
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	$10,000	$0	$10,000
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	$51,060	$0	$51,060
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	$0	$0	$0	$0	$51,060	$0	$51,060

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		Graduation Rate
x		Curriculum and Standards
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: Michael-John Herits

Title: Principal

Date: 07/21/2021

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:

x	I certify I have completed and certified the required LEA Resource Equity Review.

Certified By: Christine Formica

Title: Director

Date: 04/08/2022

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: Christine Formica

Title: Director

Date: 04/08/2022