

Joseph C. Caruso School

District: KEANSBURG BORO

County: MONMOUTH

Team: Central

School Identification: Targeted Support

Targeted Subgroup: White

CDS: 252400050

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	Elyse McMahon	Yes	Yes	Yes		
Vice Principal	Sean Brophy	Yes	Yes	Yes		
Director	Christine Formica	Yes	Yes	Yes		
Art Teacher	Brenda Fiske	Yes	Yes	No		
Educational Specialist	Ashley Szotak	Yes	Yes	No		
Guidance Counselor	Dana Florio	Yes	No	Yes		
Guidance Counselor	Caitlyn McDonald	Yes	Yes	Yes		
Parent	Jeanette Haughian	Yes	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
11/29/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
10/06/2020	Prior Year Evaluation	Yes	Yes
01/20/2022	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/20/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/09/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/09/2022	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/07/2022	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/07/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/23/2021	Smart Goal Development	Yes	Yes
06/23/2022	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)
Sustained Professional Development through Instructional Coach Model	ELA	K-5	Yes	Yes	No	Due to the Covid 19 Pandemic the Coaching model effected. Instructional coaches were needed to teach remote students for a potion of the school year.
Sustained Professional Development through Instructional Coach Model	Math	K-5	Yes	Yes	No	Due to the Covid 19 Pandemic the Coaching model effected. Instructional coaches were needed to teach remote students for a potion of the school year.
Using Multiple Measures to identify students in need of Tiered System of Supports (RTI)	ELA	K-5	Yes	Yes	Yes	Multiple measures were uses each trimester to identify students in need of support. This data also supported teachers in driving their instruction
Using Multiple Measures to identify students in need of Tiered System of Supports (RTI)	Math	K-5	Yes	Yes	Yes	Multiple measures were uses each trimester to identify students in need of support. This data also supported teachers in driving their instruction

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends	
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a <="" _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <td data-bbox="770 280 994 347">Student Group</td> <td data-bbox="994 280 1075 347">ELA</td> <td data-bbox="1075 280 1160 347">Math</td> <td data-bbox="1160 280 1243 347">Alg1</td> <td data-bbox="1243 280 1328 347">Alg2</td> <td data-bbox="1328 280 1408 347">Geo</td> <td data-bbox="1408 280 1807 1422" rowspan="18"> N/A Due to COVID 19 </td> <td data-bbox="1807 280 2181 1422" rowspan="18"> N/A Due to COVID 19 </td> 	Student Group	ELA	Math	Alg1	Alg2	Geo	N/A Due to COVID 19	N/A Due to COVID 19	
		Schoolwide	24.8 %	22.9%						
		White	29%	24.3%						
		Hispanic	24.4 %	22.6%						
		Black or African American	12.7 %	15.7%						
		Asian, Native Hawaiian, or Pacific Islander	*	*						
		American Indian or Alaska Native								
		Two or More Races	*	*						
		Female	24.1 %	22.1%						
		Male	25.5 %	23.7%						
		Economically Disadvantaged Students	19.6 %	18%						
		Non-Economically Disadvantaged Students	31.5 %	29.2%						
		Students with Disabilities	*	*						
		Students without Disabilities	*	*						
		English Learners	33.3 %	28.6%						
		Non-English Learners	24.2 %	22.5%						
		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
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				N/A Due to COVID 19	N/A Due to COVID 19
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	10%				
		White	12%				
		Hispanic					
		Black or African	9%				
		Asian, Native	*				
		American Indian or	*				
		Two or More Races					
		Female	8%				
		Male	11%				
		Economical ly	6%				
		Non-Economical	15%				
Students with	0%						

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without	12%				
		English Learners					
		Non-English					
		Homeless Students					
		Students in Foster Care					
		Military-Connected	*				
		Migrant Students	*				

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	N/A Due to COVID 19	N/A Due to COVID 19
		Schoolwide	35.5%	37%		
		White	34%	33%		
		Hispanic	52%	39%		
		Black or African American	30%	39%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	36.5%	34.5%		
		Male	35%	41%		
		Economically Disadvantaged	36%	35.5%		
		Non-Economically Disadvantaged				
		Students with Disabilities	34%	24%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	51%	45%		
		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					Virtual Students often effected participation.	N/A
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	100%	0%	97%		
		1	85%	109%	0%	100%		
		2	93%	114%	0%	100%		
		3	95%	103%	0%	100%		
		4	93%	112%	0%	100%		
		5	95%	113%	0%	100%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	99%	0%	96%		
		1	86%	112%	0%	100%		
		2	87%	119%	0%	100%		
		3	96%	120%	0%	100%		
		4	75%	111%	0%	100%		
		5	94%	99%	0%	100%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Final ELA Data Grade K 22% Not Meeting 20% Partially Meeting 0% Approaching 0% Bubble 32% Meeting 27% Exceeding Grade 1 46% Not Meeting 27% Partially Meeting 0% Approaching 0% Bubble 17% Meeting 10% Exceeding Grade 2 0% Not Meeting 44% Partially Meeting 37% Approaching 7% Bubble 3% Meeting 9% Exceeding Grade 3 14% Not Meeting 34% Partially Meeting 33% Approaching 10% Bubble 5% Meeting 4% Exceeding Grade 4 2% Not Meeting 27% Partially Meeting	In most cases testing scores either decreased or stayed the same as the cut score changed each time.
		K	0%	52%	0%	59%		
		1	57%	44%	0%	27%		
		2	22%	11%	0%	12%		
		3	17%	10%	0%	9%		
		4	18%	14%	0%	14%		
		5	26%	18%	0%	17%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>42% Approaching 15% Bubble 11% Meeting 3% Exceeding</p> <p>Grade 5 2% Not Meeting 18% Partially Meeting 48% Approaching 16% Bubble 17% Meeting 0% Exceeding</p>	

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 Data Grade K 42% Not Meeting 27% Partially Meeting 0% Approaching 0% Bubble 25% 6% Grade 1 50% Not Meeting 17% Partially Meeting 0% Approaching 0% Bubble 20% Meeting 13% Exceeding Grade 2 15% Not Meeting 13% Partially Meeting 28% Approaching 20% Bubble 13% Meeting 11% Exceeding Grade 3 19% Not Meeting 29% Partially Meeting 35% Approaching 10% Bubble 7% Meeting 0% Exceeding Grade 4 17% Not Meeting	Cut scores for each assessment changed from Form A to Form C.
		K	0%	55%	0%	31%		
		1	65%	41%	0%	33%		
		2	18%	18%	0%	24%		
		3	12%	11%	0%	7%		
		4	16%	10%	0%	14%		
		5	11%	5%	0%	8%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
				24% Partially Meeting 29% Approaching 16% Bubble 10% Meeting 4% Exceeding Grade 5 16% Not Meeting 32% Partially Meeting 32% Approaching 12% Bubble 7% Meeting 1% Exceeding	
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	36.4%	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	713	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	94.42%	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	26.02%	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 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	88.83%	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	0.57%	N/A	N/A
		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	0.36%		
		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	N/A	N/A
		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.		N/A	N/A
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		N/A	N/A
Algebra	Previous year's data provided. Please provide current year's data if possible.		N/A	N/A

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	N/A	We utilized a new evaluation model this school year. We stopped using Mcrel and used Marshall.
		Observation Waiver?	No		
		# Teachers to Evaluate	77		
		# Non-tenure teachers (years 1 & 2)	null		
		# Non-tenure teachers (years 3 & 4)	null		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	null		
		Observations	Total		
		# Scheduled	231		
		# Completed	77		
		# Highly Effective	38		
		# Effective	39		

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	<p>On June 3, 2020, the State Board of Education adopted the 2020 NJSLs in the following content areas:</p> <p>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.</p> <p>The district is in the process of rewriting these curricular documents for full implementation in fall of 2022.</p>
	2	A	3-Developing	
	3	A	3-Developing	
	4	A	3-Developing	
	5	A	3-Developing	
Assessment	1	A	3-Developing	<p>Common assessments are utilized for each unit of the curriculum.</p> <p>Continue to review formative assessments.</p>
	2	A	4-Sustaining	
	3	A	3-Developing	
Professional Learning Community (PLC)	1	A	4-Sustaining	<p>PD schedule allows for PLC time monthly.</p> <p>Continue to use these time to look at data to make instructional decisions.</p>
	2	A	3-Developing	
	3	A	3-Developing	
	4	A	3-Developing	

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	3-Developing		
	6	A	3-Developing		
	7	A	4-Sustaining		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	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?)	
Curriculum and Standards	New program, current program was outdated Low Benchmark Scores	Low Benchmark Scores school wide	All	1	Summer Training
				2	Sustained PD by Math Educational Specialist
				3	Administration of Benchmarks
Effective Instruction	Implementation of New Math Program	Low Benchmark Scores school wide	All	1	Summer Training
				2	Sustained PD by Math Educational Specialist
				3	Walkthroughs Observations
Effective Instruction	Implementation of Phonics Unit of Study	Low reading and writing scores K-2	All	1	Sustained PD by ELA Educational Specialist
				2	Walkthroughs Observations
				3	
Assessment/Data Analysis	Use of phonics skills in both reading and writing	Low reading and writing scores K-2	All	1	Sustained PD by ELA Educational Specialist
				2	Administration of DRA and Writing Assessments three times per year
				3	

SMART Goal 1

During the 2020-21 school year, Caruso Elementary School will implement a new math program in order to support instruction with New Jersey Student Learning Standards for Math. Resulting in an increase of 10% on the Math Benchmark (Form B & C) .

Priority Performance New program, current program was outdated
Low Benchmark Scores

Strategy 1: Summer Training

Strategy 2: Sustained PD by Math Educational Specialist

Strategy 3: Administration of Benchmarks

Target Population: All

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Administration of Benchmark A Assessments	Data analysis and review with educational specialists
Feb 15	Administration of Benchmark B Assessments	Data analysis and review with educational specialists
Apr 15:	Administration of Benchmark C Assessments (may/June)	Data analysis and review with educational specialists

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	During the 2020-21 school year, Caruso Elementary School will implement a new math program in order to support instruction with New Jersey Student Learning Standards for Math. Resulting in an increase of 10% on the Math Benchmark (Form B & C) .	Benchmark Assessments

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide summer training for new math program	8/18/21	8/20/21	Director
2	2	Educational Specialist will provided sustained PD and individual coaching throughout the the school year	9/1/21	6/24/22	Educational Specialist
3	3	Benchmarks will be administered and data will be reviewed/analyzed	9/30/21	6/24/22	Caruso Teachers

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Reveal Math Training	INSTRUCTION - Personnel Services - Salaries / 100-100	\$7,020	SIA

SMART Goal 2

75% of students will show growth in the area of mathematics from benchmark Form A to Form C

Priority Performance Implementation of New Math Program

Strategy 1: Summer Training

Strategy 2: Sustained PD by Math Educational Specialist

Strategy 3: Walkthroughs
Observations

Target Population: All

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Professional Development wit McGraw Hill	Walkthroughs Observations
Feb 15	Sustained PD with Educational Specialist	Walkthroughs Observations
Apr 15:	Sustained PD with Educational Specialist	Walkthroughs Observations
Jul 1	75% of students will show growth in the area of mathematics from benchmark Form A to Form C	Benchmark Data Linkit

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Summer training will be provided on new math program to staff	8/18/21	8/20/21	Director
2	2	Continued support on new math program with sustained PD from educational specialist	9/1/21	6/24/22	Educational Specialist
3	3	Administration will collect walkthrough data related to new program and share data with teams	10/1/21	6/24/22	Building Administration

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

75% students in K-2 will demonstrate growth in the areas of reading accuracy and fluency as measured by DRA 2 Assessment by May 2022

Priority Performance Implementation of Phonics Unit of Study

Strategy 1: Sustained PD by ELA Educational Specialist

Strategy 2: Walkthroughs
Observations

Strategy 3:

Target Population: All

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Sustained PD by ELA Educational Specialist Individual Coaching Team meetings PLC	Walkthroughs Observations Assessment Data in Linkit
Feb 15	Sustained PD by ELA Educational Specialist Individual Coaching Team meetings	Walkthroughs Observations

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Sustained PD by ELA Educational Specialist Individual Coaching Team meetings PLC	Walkthroughs Observations Assessment Data in Linkit
Jul 1	75% students in K-2 will demonstrate growth in the areas of reading accuracy and fluency as measured by DRA 2 Assessment by May 2022	classroom observations and walk-through data

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Educational Specialist will provided training and/or coaching in Phonics instruction to K-2 teachers	10/1/21	6/24/22	Educational Specialist
2	2	Administration will collect walkthrough data related to phonics instruction and share data with teams	10/1/21	6/24/22	Building Administration
3	3	Target Intervention for Specific Students	10/1/21	6/24/22	Interventionists

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Wilson Intervention for Targeted Students	INSTRUCTION - Personnel Services - Salaries / 100-100	\$18,548	SIA

SMART Goal 4

75% of k-2 students will increase their reading and writing scores from the start of the school year until the end.

Priority Performance Use of phonics skills in both reading and writing

Strategy 1: Sustained PD by ELA Educational Specialist

Strategy 2: Administration of DRA and Writing Assessments three times per year

Strategy 3:

Target Population: All

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Sustained PD by ELA Educational Specialist	Walkthrough/observations
Feb 15	Team meetings to review data	Data analysis/Differentiated Instruction
Apr 15:	Administration of assessments	Assessment data
Jul 1	75% of k-2 students will increase their reading and writing scores from the start of the school year until the end.	DRA and TC Writing Rubrics

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Teachers will receive sustained professional development and/or individual coaching from the ELA educational specialist	9/3/21	6/24/22	Educational Specialist
2	2	Educational Specialist will hold team meeting monthly to review data in the area for reading and writing	9/3/21	6/24/22	Educational Specialist
3	3	Assessments will be administered throughout he year on reading (DRA) and writing (narrative, informational and opinion)	10/29/21	6/24/22	Teachers

Budget Items

SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Classroom Libraries updated with more specific levels based on need.	INSTRUCTION - Supplies & Materials / 100-600	\$22,728	SIA

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Intervention s 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	\$25,568	\$0	\$25,568
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	\$22,728	\$0	\$22,728
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$48,296	\$0	\$48,296
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			\$0	\$0	\$0	\$0	\$0	\$0	\$48,296	\$0	\$48,296

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		Curriculum and Standards
x		Effective Instruction
x		Effective Instruction
x		Assessment/Data Analysis
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: Christine Formica

Title: Director

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.
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Certified By: Christine Formica

Title: Director

Date: 07/22/2021

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: Christine Formica

Title: Director

Date: 04/08/2022