New York Avenue School

District:	ATLANTIC CITY	School Identification:	Comprehensive Support
County:	ATLANTIC	Targeted Subgroup	
Team:	South	CDS:	010110070

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	James Knox	Yes	Yes	Yes		
Vice Principal	Cornelio Sabio	Yes	Yes	Yes		
Literacy Coach	Loretta McGuigan	Yes	Yes	Yes		
Math Coach	Elizabeth Kelly	Yes	Yes	Yes		
Middle School Teacher	Ian Levine	Yes	Yes	Yes		
Early Education Teacher	Alexia Pendleton	No	Yes	No		
Librarian	Erica Chapman	Yes	No	No		
Art Teacher	Joseph Rivera	No	Yes	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Middle School Spec. Ed. Teacher	Teonnah Thompson	Yes	No	No		
Elementary School Spec. Ed. Teacher	Stacey Sweeney	No	Yes	No		
Math Teacher	Christina McBride	Yes	Yes	No		
Elementary School Teacher	Danielle Contreras	No	Yes	No		
ELL Teacher	Yenismaile Munoz	Yes	Yes	Yes		
Parent	Peggie McQueen	No	No	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
06/09/2021	Smart Goal Development	Yes	Yes
09/18/2020	Prior Year Evaluation	Yes	Yes
09/25/2020	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
10/08/2020	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
10/09/2020	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
10/22/2020	Prior Year Evaluation	Yes	Yes
10/30/2020	Priority Performance Needs and Root Cause Analysis	Yes	Yes
11/09/2020	Smart Goal Development	Yes	Yes
11/23/2020	Smart Goal Development	Yes	Yes
12/09/2020	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
12/10/2020	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
12/22/2020	Priority Performance Needs and Root Cause Analysis,Smart Goal Development	Yes	Yes
01/05/2021	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes

Date	Topic	Agenda Uploaded	Minutes Uploaded
01/07/2021	Prior Year Evaluation,Smart Goal Development	Yes	Yes
01/12/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/14/2021	Smart Goal Development	Yes	Yes
01/15/2021	Comprehensive Data Analysis and Needs Assessment,Smart Goal Development	Yes	Yes
02/12/2021	Smart Goal Development	Yes	Yes
02/19/2021	Smart Goal Development	Yes	Yes
03/04/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
03/16/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
03/30/2021	Prior Year Evaluation,Smart Goal Development	Yes	Yes
04/16/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/26/2021	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,Smart Goal Development	Yes	Yes
05/19/2021	Smart Goal Development	Yes	Yes
05/26/2021	Priority Performance Needs and Root Cause Analysis,Smart Goal Development	Yes	Yes
06/03/2021	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS						
Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
i-Ready	ELA	K-8	Yes	Yes	Yes	Diagnostic Reports for Cycle 1 and 2 may not reflect an accurate proficiency rate due to both of these diagnostic assessments administered in a fully remote setting. Cycle 3 data also may not be an accurate reflection due to the mix of fully remote and hybrid instruction.
i-Ready	Math	K-8	Yes	Yes	Yes	Diagnostic Reports for Cycle 1 and 2 may not reflect an accurate proficiency rate due to both of these diagnostic assessments administered in a fully remote setting. Cycle 3 data also may not be an accurate reflection due to the mix of fully remote and hybrid instruction.
Read 180	ELA	Students in Grade 6-8 with significantly low SRI	Yes	Yes	Yes	This intervention was implemented with modifications due to COVID 19. Traditionally this is an in person intervention, however, all the students in this intervention remained in a remote setting.

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)
System 44	ELA	Students in Grade 3-5 with significantly low SRI	Yes	No	No	This intervention was not implemented as planned due to COVID protocols. These interventionists were reassigned to classrooms to reduce class size to remain in compliance.
Basic Skills Instruction	ELA and Math	Schoolwide; Students performing one or more grade levels	Yes	No	No	This intervention was not implemented as planned due to COVID protocols. These interventionists were reassigned to classrooms to reduce class size to remain in compliance.
Leveled Literacy Instructrion	ELA	Grades 1-3	Yes	No	No	This intervention was not implemented as planned due to COVID protocols. These interventionists were reassigned to classrooms to reduce class size to remain in compliance.
Reading Recovery	ELA	Grade 1 Students	Yes	No	No	This intervention was not implemented as planned due to staffing issues related to COVID protocols. These interventionists were reassigned to classrooms to reduce class size to remain in compliance.
After School Academy	ELA and Math	K-8	Yes	Yes	No	This intervention was not implemented as planned due to issues related to COVID 19 protocols.

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

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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	Due to COVID-19, we have limited data for the 2020-2021 school year. NJSLA was cancelled in 2019-2020 and 2020-2021 school year.	NJSLA 2018-19 The majority of our data points are moving in the positive direction, we have shown growth in five out of the eight subgroups designated by the state. One of those groups showed no shift (positive or negative), and the other two showed a small decrease.
		Schoolwide	15.4%	11.3%	*				
		White	*	*				2019-2020 iReady Results : Reading Proficiency: 8% Typical Growth - 40.7% Stretch Growth - 15.5% Improved Placement - 47%	
		Hispanic	15.6%	16.2%					
		Black or African American	12.7%	*	*				
		Asian, Native Hawaiian, or Pacific Islander	72.7%	42.9%					ELA:
		American Indian or Alaska Native						Math Proficiency: 8% Typical Growth - 46.5% Stretch Growth - 15.8% Improved Placement - 56%	By the end of the 18-19 School year there was a continued growth of 1.4 percentage points school wide on the ELA standards proficiency assessment. We moved as a school from 14.00% to 15.4%. The Hispanic population grew 4.6 percentage points from 11.00% to 15.6%. The Black or African American Population dropped .70 percentage points from 13.40% to 12.70%. Finally, the Asian,
		Two or More Races	*	*					
		Female	19.6%	*					
		Male	10.8%	*	*			2020-21 iReady Results : Reading Proficiency: 19% Typical Growth - 27% Stretch Growth - 9.6% Improved Placement - 30.4%	
		Economically Disadvantaged Students	14.9%	10.3%	*				
		Non-Economically Disadvantaged Students	27.3%	36.4%					
		Students with Disabilities	*	*	*			Math Proficiency: 14% Typical Growth - 22.7% Stretch Growth - 10.6% Improved Placement - 35.2%	
		Students without Disabilities	*	*					
		English Learners	30%	*					
		Non-English Learners	13.8%	*	*				
		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
				Native, Hawaiian, or Pacific Islanders grew the most with 31.1 percentage points growth from 41.60% to 72.70%. Math By the end of the 18-19 School year there was considerable growth of 11.4 percentage points school wide on the Math standards proficiency assessment. The school moved from non reporting to 11.30%. The Hispanic subgroup grew 5.1 percentage points from 11.1% to 16.2%. iReady 2019-20: This was the first year for this diagnostic and we were well on our way to meeting our goal of 50% of our students meeting typical growth by the end of the year. However, we were still only 8% proficient in Reading and Math. The

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				COVID-19 shutdown greatly impacted this from being achieved. iReady 2020-21: Our proficiency rates in Reading increased from 8% to 19% and in Math from 8% to 14% from the 2019-2020 school year. However, our percentages of students meeting typical and stretch growth have decreased. We attribute this decline to the fully remote and hybrid settings due to the COVID-19 pandemic.

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				Due to the lack of fresh, common data the use of anecdotal notes was the indicator for growth. *Seventh and Eighth Grade science assessments were constructed using OpenSciEd sample questions and Savas Realize Elevate Science Program. The formative assessments focused on single standards with varying levels of complexity to cover the score and breath of the standards. *55% of all students in both grades participated in the assessments. Of the 55% (28 students in 7th, and 23 students in 8th), 25% (8 students from 7th, and 5 students from 8th) showed little or no growth in proficiency toward targeted standards. *Fourth grade Science assessments were done through Jam boards and google forms with information pertaining to mysteryscience.com video's, notes, class discussions and	The 18-19 school year was the first year of reported data. There is no baseline. Students are measured in the science field through classroom grades and anecdotal notes. District suspended all assessments. In grade 2-5 their digital notebooks and writing samples from integrated science and ELA activities are the data points. The data from second through fifth indicates that most science content was covered through reading and writing about informational text due to the lack of access to hands on materials. in sixth through eighth the students were assessed on teacher developed mini unit assessments. The lack of participation, attendance issues, and limited
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	2%	0%			
		White		*			
		Hispanic	0%				
		Black or African		0%			
		Asian, Native					
		American Indian or	*	*			
		Two or More Races	*				
		Female	4%	0%			
		Male	0%	0%			
		Economically					
		Non-Economical					
		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	edpuzzle.com videos, brain-pop lessons and quizzes. *About 40% of fourth grade students participated in activities on a regular basis. Half of those students completed the classwork and assessments provided for them in the google classrooms.	resources/materials available to students made trends indeterminable over the last two years.
		Students without		0%			
		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	Do to COVID-19 current data is unavailable.	The current growth indicated in the past year for the Hispanic population (ELLs) was an indicator of success in the interventions that we are pursuing. The Students with Disabilities are continuing to trend down, and a new intervention is being applied for the 2020-21 school year.
		Schoolwide	40%	51%		
		White	*	*		
		Hispanic	40%	60%		
		Black or African American	39.5%	51%		
		Asian, Native Hawaiian, or Pacific	68%	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	43%	59%		
		Male	38%	45%		
		Economically Disadvantaged	39%	51%		
		Non-Economically Disadvantaged				
		Students with Disabilities	47%	31.5%		
		Students without Disabilities				

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
		Student Group	ELA	Math		
		English Learners	50%	58%		
		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					Participation fell under the 90% rate due to the fully remote teaching and learning conditions for Cycle 1 and Cycle 2. Cycle 3 was under the 90% participation. rate in all grades.	Many of our students logged on sporadically do to continued disruptions in connectivity and re-rostering issues.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	84%	83%	67%	67%		
		1	84%	81%	71%	71%		
		2	93%	88%	90%	90%		
		3	90%	86%	71%	71%		
		4	96%	93%	73%	73%		
		5	92%	84%	70%	70%		
		6	91%	94%	79%	79%		
		7	91%	89%	80%	80%		
		8	88%	89%	79%	79%		
		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	Cyclle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	83%	81%	67%	67%		
		1	79%	85%	68%	68%		
		2	95%	90%	84%	84%		
		3	90%	84%	77%	77%		
		4	100%	98%	82%	82%		
		5	94%	88%	79%	79%		
		6	90%	95%	75%	75%		
		7	89%	95%	87%	87%		
		8	90%	87%	79%	79%		
		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	Proficiency rates are much lower than expected due to the extended school closure from March 2020-June 2020, due to COVID 19. The 2020-2021 school year began in a fully remote setting and has only been in a hybrid setting for a minimum amount of time. Technology issues have also contributed to the lack of proficiency.

2020-21 iReady Results : Reading
Typical Growth - 27%
Stretch Growth - 9.6%
Improved Placement - 30.4%

Grade K and 3 have the highest proficiency rates. Grade 4 and6 have the lowest proficiency rates. | There has been a slight increase in proficiency in most grade levels, despite the remote learning and teaching conditions for both cycles. Grades 1 and 2 experienced the greatest perceived loss in learning, based on the re-rosterings and constant disruptions to learning.

iReady diagnostic results indicate that only 19% of our students are performing at or above grade level in Reading, however 30.4% of our students have improved placement in their progress toward typical growth.
Our data indicates that only 19% of our students are demonstrating proficiency in Comprehension: Informational Text; 22% are demonstrating |
		K	57%	63%	53%	53%		
		1	52%	21%	24%	24%		
		2	35%	22%	10%	10%		
		3	33%	37%	31%	31%		
		4	4%	8%	0%	0%		
		5	11%	11%	10%	10%		
		6	8%	11%	4%	4%		
		7	15%	16%	22%	22%		
		8	17%	12%	19%	19%		
		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
				proficiency in Comprehension: Literature, and 24% are demonstrating proficiency in Vocabulary.

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	Proficiency rates are much lower than expected due to the extended school closure from March 2020-June 2020, due to COVID 19. The 2020-2021 school year began in a fully remote setting and has only been in a hybrid setting for a minimum amount of time. Technology issues have also contributed to the lack of proficiency. 2020-21 iReady Results : Math Typical Growth - 22.7% Stretch Growth - 10.6% Improved Placement - 35.2% Grades 4 and 8 have the lowest proficiency rates. K has the highest proficiency rate.	There has been a slight increase in proficiency in most grade levels, despite the remote learning and teaching conditions for both cycles. Grades 1 and 2 experienced the greatest perceived loss in learning, based on the re-rosterings and constant disruptions to learning. i-Ready diagnostic results indicate that 14% of our students are performing at or above grade level in Math. Grade level curriculum proficiency/attainment is 18% for number and operations, 17% for Algebra and Algebraic Thinking, 18% for Measurement and Data, and 15% for Geometry. The majority of our students are in need of individualized core instruction, intervention support, and standards-based instruction.
		K	42%	45%	46%	46%		
		1	49%	16%	14%	14%		
		2	26%	16%	14%	14%		
		3	11%	10%	19%	19%		
		4	2%	0%	7%	7%		
		5	7%	11%	11%	11%		
		6	2%	5%	2%	2%		
		7	8%	11%	14%	14%		
		8	4%	5%	8%	8%		
		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
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	60.7%	This information is based on the 2018-2019 school year. The data indicates that there was a 8% growth in state NJSLA scores and an overall increase in WIDA scores. New scores are unavailable due to the COVID-19 Pandemic.

ELP 2019-20 Growth: 62.9% (17/27 students made expected growth) | This information is based on the 2018-2019 school year. ELP students have grown from 5.3% to 60.7%. The growth is in response to the second year of testing and we are looking for additional longitudinal data to develop a true trend. New data is unavailable due to the COVID-19 Pandemic.

2019-2020:
We have increased our ELP growth by 2.9% from the 2018-19 school year. This shows continual improvement in our students progress toward English Language Proficiency. |

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	521	Total enrollment YTD is 519 according PowerSchool reports. Student enrollment in grades 1, 2, and 3 have the highest number of enrolled students. Grades 5 and 8 have the lowest amount of enrolled students.	The ongoing COVID-19 pandemic has had a significant impact on the way the NJDOE was able to measure school performance and student achievement for the 2020-2021 School Performance Reports. Some data is not available at all and other data, while available, may not look the same as it did in prior years. The NJDOE also recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during this difficult year.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	89.63%	Our overall student attendance rate for this year fell slightly below 90%. Grades 2, 7, and 8 have the highest amount of student absences. Grades 1, 3, and 6 have the highest attendance rate for the school year.	The ongoing COVID-19 pandemic along with changing coding methods in the powerschool system has had a significant impact on the way the NYAS records attendance rates. The available data shows that there are inconsistencies with how the district requested absentees be recorded over the course of the year along with how and when teachers were to report these absent students. This data suggests a much higher rate of attendance than actually were present in both the physical and mental capacity.
		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	30.25%	Monthly reports from the Powerschool system are as follows: September Enrolled - 489 Student absences - 616 Chronic - 25% October Enrolled - 504 Student absences - 1143 Chronic - 29% November Enrolled - 512 Student absences - 1017 Chronic - 37% December Enrolled - 516 Student absences - 879 Chronic - 25% January Enrolled - 520 Student absences - 9898 Chronic - 28% February Enrolled - 527 Student absences - 1226 Chronic - 29% March Enrolled - 529 Student absences - 1053	The ongoing COVID-19 pandemic along with changing coding methods in the powerschool system has had a significant impact on the way the NYAS records attendance rates. The available data shows that there are inconsistencies with how the district requested absentees be recorded over the course of the year along with how and when teachers were to report these absent students. This data suggests a much higher rate of attendance than actually were present in both the physical and mental capacity.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
				Chronic - 29% April Enrolled - 531 Student absences - 893 Chronic - 27% May Enrolled - 534 Student absences - 984 Chronic - 27%	
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	94.87%	Average daily attendance reflects the entire NYAS staff. Of the 4.8%, 14 are educational staff members who are chronically absent. 10 out of the 14 had extended absences due to COVID-19 quarantine.	All measures were taken to ensure that staff were accounted for and maintained adequate attendance to ensure students were supported during this unprecedented time.

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	0.20%	There was only one incident this school year which resulted in an in school suspension.	The ongoing COVID-19 pandemic has removed students from everyday classroom interactions and has significantly reduced the normal level of peer to peer conflict. The peer to peer conflict represents a large portion of the disciplinary action taken at NYAS, and is an anomaly brought about by the remote instruction.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family	Domain	ES	MS/HS	Parents	Staff		
		Participation	0	0	0	0		

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				
		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.				
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				
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	0	N/A	N/A
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	*		
		% 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	Loti	The Loti tool was used to evaluate teachers. 62 teachers were evaluated, eight teachers were in their first or second year and 18 were in their third and fourth year as teachers. 50 Teachers received an mSGP and one teacher was on a CAP. 140 total observations were conducted with 25 observations being Highly Effective, 110 receiving effective, three receiving partially effective and two receiving ineffective.	Despite the limitations placed on the school because of the state protocols surrounding the Covid-19 pandemic NYAS staff members performed at a high level to ensure quality instruction was available to all students. Atlantic City is continuing with Literacy Collaborative for the literacy program, there is ongoing training throughout the school year on literacy for all staff members. NYAS is using a consultant to help the teachers with math instruction. Despite the limitations regarding in-person and virtual instruction in place, great improvement has been made through the use of a consultant in math.
		Observation Waiver?	No		
		# Teachers to Evaluate	62		
		# Non-tenure teachers (years 1 & 2)	8		
		# Non-tenure teachers (years 3 & 4)	18		
		# Teachers on CAP	1		
		# Teachers receiving mSGP	50		
		Observations	Total		
		# Scheduled	140		
		# Completed	140		
		# Highly Effective	25		
		# Effective	110		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
		Observations	Total		
		# Partially Effective	3		
		# Ineffective	2		

< 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	3-Developing	PLC teams are utilizing district provided Short Term Cycle agenda guiding questions and are unpacking the essential standards and crafting learning targets.	The PLC teams need to further collectively analyze student data, and discuss most effective strategies. Teams will create action plans, and common formative assessments along with intervention plans.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	1-Not Addressed		
Assessment	1	A	2-Emerging	PLC teams use the district assessments in the short term cycles and are beginning to explore standard specific, common formative assessments that support the proficiency of essential standards.	Teachers will continue building common formative assessments and use the data to monitor student growth, plan next steps for instruction(with possible interventions). By focusing on the essential standards, teachers will be better able to provide targeted instruction leading toward student achievement.
	2	A	2-Emerging		
	3	A	2-Emerging		
Professional Learning Community (PLC)	1	A	3-Developing	The PLC teams are established, times have been alloted for them, and norms have been set. Teams use a district prescribed template to record findings.	PLC Teams will work more efficiently using the short term cycle format. Teams will focus on student data and identifying areas of need which directly relate to identified essential standards and use that information to plan for effective instruction. Teams will also create a norm for resolving conflict.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	1-Not Addressed		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	2-Emerging	Expectations are in place for the school environment, professional relationships, and school climate.	The staff will engage in professional development around social emotional learning and work on creating student learning objectives in this area.
	2	A	1-Not Addressed		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	2-Emerging		
	6	A	2-Emerging		
	7	A	2-Emerging		
	8	A	3-Developing		
	9	A	2-Emerging		
	10	A	3-Developing		
	11	A	2-Emerging		
	12	A	2-Emerging		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	There is a well developed, research based evaluation tool in place for both the teachers and administration.	The targeting of professional development to align with the needs of the PLCs and the SEL initiative.

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	iReady diagnostic results indicate that only 15% of our students are performing at or above grade level in Reading, however 28% of our students have improved placement in their progress toward typical growth. Our data indicates that only 19% of our students are demonstrating proficiency in Comprehension: Informational Text; 22% are demonstrating proficiency in Comprehension: Literature, and 24% are demonstrating proficiency in Vocabulary.	Students have had an interruption in traditional instruction in person since March of 2020 due to COVID 19. The 2020-2021 school year offered multiple methods of instructional delivery (in-person, hybrid, and virtual). Given the learning environment, students were unable to receive exposure to the fully integrated math curriculum, apply their understanding and receive intervention support services as needed.	Schoolwide	1	Provide teachers with intentional, specific, targeted and embedded professional development in ELA.
				2	Provide additional software, technology accessories, and additional ELA materials to support all grades; specifically targeting student performance challenges.
				3	We will continue to provide interventions and programs beyond the school day.

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	i-Ready diagnostic results indicate that 14% of our students are performing at or above grade level in Math. Grade level curriculum proficiency/attainment is 18% for number and operations, 17% for Algebra and Algebraic Thinking, 18% for Measurement and Data, and 15% for Geometry. The majority of our students are in need of individualized core instruction, intervention support, and standards-based instruction.	Students have had an interruption in traditional instruction in person since March of 2020 due to COVID 19. The 2020-2021 school year offered multiple methods of instructional delivery (in-person, hybrid, and virtual). Given the learning environment, students were unable to receive exposure to the fully integrated math curriculum, apply their understanding and receive intervention support services as needed.	Schoolwide	1	Provide teachers with intentional, targeted and embedded professional development to specifically address math topic connections throughout the school year.
				2	Provide additional software, technology accessories, and additional Math materials to support all grades; specifically targeting student performance challenges.
				3	We will continue to provide interventions and programs beyond the school day.
Climate and Culture, including Social and Emotional Learning	Based on the Growth Rubric, the average score has been diagnosed as emerging. Only section 4.2 Social Emotional Learning is not addressed. All other areas under this classification were identified as emerging, with one exception in 4.4 Physical Environment receiving a notation of developing. The priority performance need is then in and around school culture, specifically Social Emotional Learning (SEL). This is further indicated in the climate and culture surveys.	Students have had an interruption in traditional in person instruction since March of 2020 due to COVID 19. This interruption has impacted the social emotional learning that normally takes place in the day to day interactions during school hours.	Schoolwide	1	Provide professional development in the SEL area for all staff members.
				2	Provide students and staff with a respite space with tools to develop skills, strategies, and expectations.
				3	Outsource data collection and monitoring to analyze growth in Student Learning Objectives for SEL.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)		Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Effective Instruction	Based on the 2020-2021 PLC meeting agendas and student data, there is still a need for additional professional development around the PLC process, as it relates to unpacking the Essential Standards, identifying specific learning targets, and creating common formative assessments.	Due to remote professional development sessions combined with various instructional models (hybrid & full remote) prevented teachers from deepening their understandings and implementation of this process.	Schoolwide	1	Provide teacher support with tools to develop common formative assessments and track fresh data.
				2	Teachers will be provided with additional PLC support in the process and data analysis.
				3	Use data to drive purchase of instructional and professional materials.

SMART Goal 1

By June 2022, 30% of students in grades 1-8 at New York Avenue School will reach typical growth in reading according to the iReady Scale Score Placement Table.

Priority Performance

iReady diagnostic results indicate that only 15% of our students are performing at or above grade level in Reading, however 28% of our students have improved placement in their progress toward typical growth.
Our data indicates that only 19% of our students are demonstrating proficiency in Comprehension: Informational Text; 22% are demonstrating proficiency in Comprehension: Literature, and 24% are demonstrating proficiency in Vocabulary.

Strategy 1:   Provide teachers with intentional, specific, targeted and embedded professional development in ELA.

Strategy 2:   Provide additional software, technology accessories, and additional ELA materials to support all grades; specifically targeting student performance challenges.

Strategy 3:   We will continue to provide interventions and programs beyond the school day.

Target Population: Schoolwide

Interim Goals
SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1 90% of our students will have taken the initial i-Ready diagnostic assessment in Reading	i-Ready Reports
Feb 15	By the end of Cycle 2, 30% of our students will have demonstrated 50% growth towards their year end typical growth as indicated on the i-Ready diagnostic.	i-Ready Reports

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By the end of Cycle 3, 30% of our students will have demonstrated 75% growth towards their year end typical growth as indicated on the i-Ready diagnostic.	i-Ready Reports
Jul 1	By June 2022, 30% of students in grades 1-8 at New York Avenue School will reach typical growth in reading according to the iReady Scale Score Placement Table.	i-Ready Reports

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	The Literacy Coach in collaboration with the Data Team will monitor i-Ready to ensure diagnostic assessments have been administered.	9/1/21	6/17/22	Literacy Coach and Administation
2	1	Additional consultants will assist in curriculum implementation for the 2021-22 school year.	9/1/21	6/17/22	Administration
4	3	Parent Academies will be provided throughout the school year to support ELA instruction, specifically the use of digital tools.	9/1/21	6/17/22	Leadership Team
5	1	The Literacy Coach will support teachers with program implementation through daily coaching and monthly professional development sessions.	9/1/21	6/17/22	Literacy Coach
9	2	Additional materials to support the ELA curriculum implementation.	9/1/21	6/17/22	Administration
10	1	Additional instructional support will be provided to staff on various components of the ELA framework and curriculum.	10/1/21	5/27/22	Administration and Leadership Team
11	1	The Leadership Team will meet in the summer, before and after school during the 2021 -2022 school year to monitor the progress of the ASP.	8/10/21	6/10/22	Administration and Leadership Team

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
9	Literacy Materials in support of curriculum	INSTRUCTION - Supplies & Materials / 100-600	$14,000	SIA Carryover
11	Leadership Team and Committee Work	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$12,500	SIA
4	Parent Academies for Literacy	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$1,200	SIA Carryover
1	Data team and literacy coach (after hours data analysis)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$12,500	SIA
11	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$956	SIA
4	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$92	SIA Carryover
1	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$956	SIA
10	Instructional supports and consultants	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$1,000	SIA

SMART Goal 2

By June 2022, using the I-Ready Diagnostic Assessment, 30% of students in grades 1-8 at New York Avenue School will reach typical growth in math according to the iReady Scale Score Placement Table.

Priority Performance   i-Ready diagnostic results indicate that 14% of our students are performing at or above grade level in Math. Grade level curriculum proficiency/attainment is 18% for number and operations, 17% for Algebra and Algebraic Thinking, 18% for Measurement and Data, and 15% for Geometry. The majority of our students are in need of individualized core instruction, intervention support, and standards-based instruction.

Strategy 1:   Provide teachers with intentional, targeted and embedded professional development to specifically address math topic connections throughout the school year.

Strategy 2:   Provide additional software, technology accessories, and additional Math materials to support all grades; specifically targeting student performance challenges.

Strategy 3:   We will continue to provide interventions and programs beyond the school day.

Target Population: Schoolwide

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15th of 2021, 90% of the students at the New York Avenue School will complete the initial Math I-Ready Diagnostic assessment.	I-Ready Math Diagnostic Completion Report
Feb 15	By the end of Cycle 2, 30% of the NYAS students will have demonstrated 50% growth toward their year end typical growth on the I-Ready Scale Score table.	I-Ready Math Diagnostic Typical Growth Report

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By the end of Cycle 3, 30% of the NYAS students will have demonstrated 75% growth toward their typical growth on the I-Ready Scale Score table.	I-Ready Math Diagnostic Typical Growth Report
Jul 1	By June 2022, using the I-Ready Diagnostic Assessment, 30% of students in grades 1-8 at New York Avenue School will reach typical growth in math according to the iReady Scale Score Placement Table.	I-Ready EOY Math Diagnostic Typical Growth Report

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	After school hours the Math Coach in collaboration with the Data Team will monitor I-Ready and edConnect data to ensure all diagnostic and benchmark assessments have been administered and uploaded into the system.	9/1/21	6/30/22	Math Coach
2	2	The Leadership Team will meet in the summer, before and after school during the 2021 -2022 school year to monitor the progress of the ASP.	8/1/21	6/30/22	Leadership Team and Administration
3	3	Professional development will be provided for teachers to assist with interventions and ongoing data analysis.	9/1/21	6/30/22	Administration
8	1	Curriculum and Intervention Math Coaching	9/1/21	6/30/22	Building Math Coach

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
12	Additional classroom materials for math instruction	INSTRUCTION - Supplies & Materials / 100-600	$10,000	SIA Carryover

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	Partial Salary/Math Coach	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$45,408	SIA
2	Leadership Team and Committee Work	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$12,500	SIA
1	Data team and math coach (after hours data analysis and staff Professional Development)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$23,282	SIA
8	TPAF/Health Benefits - Math Coach	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$26,780	SIA
1	FICA Data Team	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$1,781	SIA
2	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$956	SIA
3	Consultants for additional math support for students and staff	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$45,600	Federal Title I (School Allocation)

SMART Goal 3

By the end of the 2021-2022 school year, 50% of New York Avenue School students will demonstrate they are emotionally equipped to handle life stresses that influence academic performance, measured by quarterly surveys that assess applied skills, strategies, and expectations.

Priority Performance   Based on the Growth Rubric, the average score has been diagnosed as emerging. Only section 4.2 Social Emotional Learning is not addressed. All other areas under this classification were identified as emerging, with one exception in 4.4 Physical Environment receiving a notation of developing. The priority performance need is then in and around school culture, specifically Social Emotional Learning (SEL). This is further indicated in the climate and culture surveys.

Strategy 1:   Provide professional development in the SEL area for all staff members.

Strategy 2:   Provide students and staff with a respite space with tools to develop skills, strategies, and expectations.

Strategy 3:   Outsource data collection and monitoring to analyze growth in Student Learning Objectives for SEL.

Target Population: Schoolwide

Interim Goals
SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1 90% of our students will have taken the initial SEL diagnostic assessment form.	SEL surveys that have been developed to assess a students' ability to identify skills, strategies, and elevated expectations in adverse situations.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By the end of Cycle 2, 20% of our students will have demonstrated they are emotionally equipped to handle life stresses that influence academic performance, measured by quarterly surveys that assess applied skills, strategies, and expectations.	SEL surveys that have been developed to assess a students' ability to identify skills, strategies, and elevated expectations in adverse situations.
Apr 15:	By the end of Cycle 3, 40% of our students will have demonstrated they are emotionally equipped to handle life stresses that influence academic performance, measured by quarterly surveys that assess applied skills, strategies, and expectations.	SEL surveys that have been developed to assess a students' ability to identify skills, strategies, and elevated expectations in adverse situations.
Jul 1	By the end of the 2021-2022 school year, 50% of New York Avenue School students will demonstrate they are emotionally equipped to handle life stresses that influence academic performance, measured by quarterly surveys that assess applied skills, strategies, and expectations.	SEL surveys that have been developed to assess a students' ability to identify skills, strategies, and elevated expectations in adverse situations.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Student of the month event.	9/24/21	6/10/22	Administration and Leadership Team
2	1	SEL professional development quarterly for staff development	9/7/21	5/27/22	Administration
4	3	EOC reporting and data analysis	11/15/21	6/10/22	Administration
9	2	SEL equipment for staff and students	9/7/21	6/10/22	Administration

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Student of the month; celebratory events and tokens	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$825	SIA Carryover
1	Student of the month; celebratory events and tokens	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$4,175	SIA
9	SEL Equipment/Furniture for Staff and Students	INSTRUCTION - Supplies & Materials / 100-600	$21,352	SIA Carryover
2	SEL PD Staff (Consultants)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$64,597	SIA Carryover
4	EOC Reporting and Data Analysis (Outsourced)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$23,000	SIA Carryover
10	Students' end of the year celebrations, awards, and assemblies	SUPPORT SERVICES - Other Purchased Services / 200-500	$55,434	SIA Carryover

SMART Goal 4

By the end of the 2021-22 school year, 75% of the New York Avenue School teachers will have implemented all components of the PLC process as indicated by student summative data.

Priority Performance   Based on the 2020-2021 PLC meeting agendas and student data, there is still a need for additional professional development around the PLC process, as it relates to unpacking the Essential Standards, identifying specific learning targets, and creating common formative assessments.

Strategy 1:   Provide teacher support with tools to develop common formative assessments and track fresh data.

Strategy 2:   Teachers will be provided with additional PLC support in the process and data analysis.

Strategy 3:   Use data to drive purchase of instructional and professional materials.

Target Population: Schoolwide

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	PLC teams will use the initial i-Ready assessment data to complete the sections of the Short Term Agenda.	Short Term Cycle agendas
Feb 15	50% of the instructional staff will effectively utilize data to drive instruction within the PLC process.	Short Term Cycle agendas
Apr 15:	60% of the instructional staff will effectively utilize data to drive instruction within the PLC process.	Short Term Cycle agendas

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By the end of the 2021-22 school year, 75% of the New York Avenue School teachers will have implemented all components of the PLC process as indicated by student summative data.	Short Term Cycle agendas

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Continued professional development around formative assessments, specific learning targets, and analyzing the data.	9/1/21	6/17/22	All staff and Administration
3	2	Through weekly PLC's teachers will identify areas of need based on the common formative assessments and create a teaching/learning plan to address these needs.	9/1/21	6/17/22	All staff and administration
4	3	Supplemental materials will be purchased to support identified areas of need determined in the PLC process.	9/1/21	6/17/22	Administration
5	3	Provide additional support for staff on the PLC process via conferences, webinars, symposiums.	9/1/21	6/17/22	Administration and staff
6	1	Lead teaches will monitor and support the schoolwide initiatives by ensuring compliance and implementation of the PLC process	9/1/21	6/17/22	Administration and Lead Teachers

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Tools for developing common formative assessments	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$1,500	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	PD for staff on all PLC components	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$2,500	SIA
3	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$115	SIA
2	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$191	SIA
5	PLC conferences, symposiums, and webinars	SUPPORT SERVICES - Other Purchased Services / 200-500	$3,000	SIA
4	Supplemental materials to support PLC process	SUPPORT SERVICES - Supplies & Materials / 200-600	$3,000	SIA

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
STEM Equipment-Interactive Floor	1/3/22	6/30/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	FACILITIES - Instructional Equipment / 400-731	$36,000.00	Federal Title I (School
Installation for technology	1/4/22	6/30/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	SUPPORT SERVICES - Purchased Property Services / 200-400	$2,000.00	Federal Title I (School
Summer School Teacher Stpiends	7/1/21	7/30/21	Principal, Title I Coordinator, Director of Assessments & Special Projects	INSTRUCTION - Personnel Services - Salaries / 100-100	$39,426.00	Federal Title I (School
After School Program/Teacher Stipends	10/4/21	4/29/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	INSTRUCTION - Personnel Services - Salaries / 100-100	$91,420.00	Federal Title I (School

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
1:1 Tutoring-Vendors	1/4/22	6/30/22	Student of the month; celebratory events and tokensPrincipal, Title I Coordinator, Director of Assessments & Special Projects	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$83,000.00	Federal Title I (School
Adaptive Software License Renewals	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	INSTRUCTION - Other Purchased Services / 100-500	$45,488.00	Federal Title I (School
Instructional Supplies to support extended day programs and to enhance the existing curriculum.	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	INSTRUCTION - Supplies & Materials / 100-600	$131,741.00	Federal Title I (School
Support Staff for Extended Day Programs	7/1/21	4/29/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$34,546.00	Federal Title I (School
Educator Salary for Supplemental Reading Program (My'On)	9/1/21	6/30/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$29,808.00	Federal Title I (School

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Administrative Salaries for various extended day activities	10/4/21	6/30/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$13,298.00	Federal Title I (School
Training stipends/PLC salaries	9/1/21	6/30/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$38,439.00	Federal Title I (School
FICA and Health Benefits (SRS Staff)	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$30,567.00	Federal Title I (School
Professional development for Adaptive Software	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$8,510.00	Federal Title I (School
Ed Connect License Renewal, Transportation, Workshop Registration, Professional Development Courses, and refreshments for various activities	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	SUPPORT SERVICES - Other Purchased Services / 200-500	$21,214.00	Federal Title I (School

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	$4,175	$825	$5,000
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	$45,352	$45,352
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$0	$0	$0	$0	$4,175	$46,177	$50,352
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$110,190	$1,200	$111,390
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$0	$0	$0	$0	$31,735	$92	$31,827
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$45,600	$0	$0	$0	$1,000	$87,597	$134,197
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	$3,000	$55,434	$58,434
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	$3,000	$0	$3,000
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	$45,600	$0	$0	$0	$148,925	$144,323	$338,848
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	$45,600	$0	$0	$0	$153,100	$190,500	$389,200

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	$45,600	$0	$45,600
Other Title 1 Expenditures	$0	$605,457	$0	$605,457
Total	$0	$651,057	$0	$651,057

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		Curriculum and Standards
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: James Knox

Title: Principal

Date: 08/12/2021

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: Michael Bird

Title: Director

Date: 07/23/2021

ASP District CSA Certification and Approval Page

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

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

Certified By: Michael Bird

Title: Director

Date: 09/08/2021