

Sovereign Avenue School

District: ATLANTIC CITY

County: ATLANTIC

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 010110030

# 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	Medina Peyton	Yes	No	No		
Vice Principal	Nicole Williams	Yes	No	No		
Literacy Coach	Shannon DePersenaire	Yes	No	No		
ESL Lead Teacher	Sunae Usyk	Yes	No	No		
Interventionist/BSI Teacher	Christine Slota	Yes	No	No		
Interventionist/Reading 180 Teacher	Laurie Egrie	Yes	No	No		
Grade 4 Teacher	Kristen Williams	Yes	No	No		
Grade 6 Mathematics/Science	Amy Barbetto	Yes	No	No		



## ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/21/2021	Prior Year Evaluation	Yes	Yes
09/14/2021	Progress Monitoring	Yes	Yes
09/20/2021	Progress Monitoring	Yes	Yes
05/04/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/14/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
09/23/2021	Progress Monitoring	Yes	Yes
05/18/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
10/19/2021	Progress Monitoring	Yes	Yes
06/08/2021	Smart Goal Development	Yes	Yes
11/09/2021	Progress Monitoring	Yes	Yes
11/16/2021	Progress Monitoring	Yes	Yes
06/09/2021	Smart Goal Development	Yes	Yes
09/30/2021	Progress Monitoring	Yes	Yes

Date	Topic	Agenda Uploaded	Minutes Uploaded
12/14/2021	Progress Monitoring	Yes	Yes
01/11/2022	Progress Monitoring	Yes	Yes
02/08/2022	Progress Monitoring	Yes	Yes
03/01/2022	Progress Monitoring	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)
Reading Recovery	English Language Arts	The bottom 20% of the bottom 20% of first grade students in	Yes	Yes	Yes	Growth on the Observational Survey of Literacy; text levels and guided reading levels.
Leveled Literacy Intervention	English Language Arts	Students reading below level in Grades 1 and 2.	Yes	No	Yes	Growth on the Observational Survey of Literacy; text levels and guided reading levels. (Data listed is for 2019-2020, as in 2020-2021 Leveled Literacy Intervention was not implemented, as one of the Level Literacy teachers was pulled to cover a remote second grade classroom due to substitute policies from Covid19).
System 44	English Language Arts	Students in grades 3-5 who score within a specific	Yes	Yes	Yes	Growth on the Scholastic Phonics Inventory, Scholastic Reading Inventory, and guided reading levels
Read 180	English Language Arts	Students in grades 6-8 who fall below grade level in	Yes	Yes	Yes	Growth on the SRI, Read 180 Student Segment Status, and Reading Counts Independent Progress Monitoring

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)
Afterschool Programs	English Language Arts and Math	Offered to all students in reading and math (this year offered)	Yes	Yes	Yes	Survey data from Measurement and Evaluation Associates upon completion of the program; SAS Yearly Diagnostic Growth Report in Reading and Math
Title I Basic Skills Instruction	English Language Arts and Math	Offered to select students in grades 2-5 that meet	Yes	No	Yes	iReady Diagnostic Growth reports for students receiving basic skills instruction (data listed is from 2019-2020 school year, as in the 2020-2021 school year one Title I Basic Skills teacher retired and the other teacher covered a remote fourth grade classroom due to substitute policies and Covid19).

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a <="" _blank"&gt;link&lt;="" a&gt;="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <td data-bbox="777 368 994 432">Student Group</td> <td data-bbox="1001 368 1077 432">ELA</td> <td data-bbox="1084 368 1160 432">Math</td> <td data-bbox="1167 368 1243 432">Alg1</td> <td data-bbox="1249 368 1326 432">Alg2</td> <td data-bbox="1332 368 1406 432">Geo</td> <td data-bbox="1413 368 1805 1417" rowspan="15">           2017-2018 Data:             Overall:            ELA - 44.7%            Math -36.1%            Algebra I - 88.0%             White Subgroup:            ELA - 20%            Math - 40%            Algebra I - NA             Hispanic Subgroup:            ELA - 36.7%            Math - 27.2%            Algebra I - NA             African American Subgroup:            ELA - 29%            Math - 12.9%            Algebra I - NA             Asian Subgroup:            ELA - 71.5%            Math - 65.9%            Algebra I - 88.0%             Female:            ELA - 54.6%            Math - 36.2%            Algebra I - NA             Male:         </td> <td data-bbox="1812 368 2179 1417" rowspan="15">           Two Year Analysis:             In ELA, Sovereign Ave. improved its ELA meets/exceeds percent from 44.7% to 46.1%.            In Math, Sovereign Ave. increased its Math meets/exceeds from 36.1% to 37.4%. In Algebra I, Sovereign Avenue improved its Algebra meets/exceeds from 88.0% to 92.0%.             Hispanic Subgroup - Increase in ELA from 36.7% to 36.8%, decrease in math from 27.2% to 26.2%.             African American Subgroup - Increase in ELA from 29% to 33.1%, increase in math from 12.9% to 27.6%             Asian Subgroup: Increase in ELA from 71.5% to 74.8%,         </td> </a>	Student Group	ELA	Math	Alg1	Alg2	Geo	2017-2018 Data:  Overall: ELA - 44.7% Math -36.1% Algebra I - 88.0%  White Subgroup: ELA - 20% Math - 40% Algebra I - NA  Hispanic Subgroup: ELA - 36.7% Math - 27.2% Algebra I - NA  African American Subgroup: ELA - 29% Math - 12.9% Algebra I - NA  Asian Subgroup: ELA - 71.5% Math - 65.9% Algebra I - 88.0%  Female: ELA - 54.6% Math - 36.2% Algebra I - NA  Male:	Two Year Analysis:  In ELA, Sovereign Ave. improved its ELA meets/exceeds percent from 44.7% to 46.1%. In Math, Sovereign Ave. increased its Math meets/exceeds from 36.1% to 37.4%. In Algebra I, Sovereign Avenue improved its Algebra meets/exceeds from 88.0% to 92.0%.  Hispanic Subgroup - Increase in ELA from 36.7% to 36.8%, decrease in math from 27.2% to 26.2%.  African American Subgroup - Increase in ELA from 29% to 33.1%, increase in math from 12.9% to 27.6%  Asian Subgroup: Increase in ELA from 71.5% to 74.8%,
		Schoolwide	46.1 %	37.4%	92%				
		White	*	*					
		Hispanic	36.8 %	26.2%	*				
		Black or African American	33.1 %	27.6%	*				
		Asian, Native Hawaiian, or Pacific Islander	74.8 %	70.6%	100%				
		American Indian or Alaska Native							
		Two or More Races	*	*					
		Female	53.6 %	37.3%	91%				
		Male	38.1 %	37.5%	92%				
		Economically Disadvantaged Students	45.7 %	36.8%	*				
		Non-Economically Disadvantaged Students	57.9 %	52.6%	*				
		Students with Disabilities	*	*					
		Students without Disabilities	*	*	92%				
		English Learners	32%	25.4%					
Non-English Learners	63.8 %	52.6%	92%						
Homeless Students	*	*							
Students in Foster Care	*	*							

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends	
		Student Group	ELA	Math	Alg1	Alg2	Geo	ELA - 35.7% Math - 36.0% Algebra I - NA	increase in Math from 65.9% to 70.6%.
		Military-Connected Students							
		Migrant Students						Economically Disadvantaged: ELA - 44.4% Math - 35.4%	Female Subgroup: Decrease in ELA from 54.6% to 53.6%, increase in Math from 36.0% to 37.3%
							Non-Economically Disadvantaged: ELA - 55.6% Math - 55.5%	Male Subgroup: Increase in ELA from 35.7% to 38.1%, increase in Math from 36.0% to 37.5%.	
							English Learners: ELA - 33.5% Math - 26.2%		
							Non-English Learners: ELA - 58.7% Math - 48.4% Algebra I - 88%	Economically Disadvantaged: Increase in ELA from 44.4% to 45.7%, increase in Math from 35.4% to 36.8%.	
								Non-Economically Disadvantaged: Increase in ELA from 55.6% to 57.9%, decrease in Math from 55.5% to 52.6%.	
								English Learners: Decrease from 33.5% to 32% in ELA, decrease from 26.2% to 25.4% in	



Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>Math.</p> <p>Non-English Learners: Increase from 58.7% to 63.8% in ELA, increase from 48.4% to 52.6% in Math, increase from 88% to 92% in Algebra.</p> <p>Overall (based on NJ School Performance Report from 2018-2019):</p> <p>ELA: Met target in all subgroups except for students with disabilities.</p> <p>Math: Did not meet target schoolwide, or in the Hispanic, Economically Disadvantaged, Students with Disabilities, or English Learners subgroups. Met target in the Asian subgroup only.</p>

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>	NJSLA-S				See prepopulated data.	<p>In Grade 5, the lowest performing subgroups were the Hispanic group (5% proficient) and English learners (0% proficient).</p> <p>In Grade 8, the lowest performing subgroups were the Hispanic group (0% proficient) and female group (0% proficient).</p> <p>Proficiency percentages for the NJ state overall for 2018-2019 were:</p> <p>Grade 5 - Overall - 29.2% Asian - 58.2% Hispanic - 14.8% Female - 27.7% Male - 30.7% English Learners - 10.4% (Current English Learners 2.7% and Former English Learners 17.9%)</p> <p>Grade 8 - Overall - 19.8% Asian - 47.4%</p>
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	10%	7%			
		White					
		Hispanic	5%	0%			
		Black or African					
		Asian, Native	41%	26%			
		American Indian or	*	*			
		Two or More Races					
		Female	8%	0%			
		Male	12%	14%			
		Economical ly					
		Non-Economical					
Students with							

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		Hispanic - 7.3% Female - 18.8% Male - 20.8%
		Students without					
		English Learners	0%				
		Non-English	14%				
		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	2017-2018 SGP:  ELA - 51 Math - 56	Strengths:  Math: Exceeded Standard - Asian subgroup Met Standard - All other subgroups but 1 (see focus area). Focus Area: Students with disabilities  ELA: Met Standard in all subgroups but 1 (see focus area) Focus Area: Students with disabilities  Multi-Year Analysis:  In ELA, Sovereign Avenue has met the median SGP for the past three years. The ELA SGP increased by 0.5 points from 2017-2018 to 2018-2019. In Math, Sovereign Avenue has met the median SGP for the past three years. The Math SGP decreased by 3 points
		Schoolwide	51.5%	53%		
		White	*	*		
		Hispanic	51.5%	48.5%		
		Black or African American	46%	41%		
		Asian, Native Hawaiian, or Pacific	51%	64%		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	52%	52%		
		Male	47%	54%		
		Economically Disadvantaged	52%	52%		
		Non-Economically Disadvantaged				
		Students with Disabilities	32%	39%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		from 2017-2018 to 2018-2019.
		English Learners	49%	54.5%		
		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					Please see prepopulated data.	<p>Cycle 3 Benchmark Assessment Participation percentages (iReady Diagnostic) were 0%, as the assessment was not administered during Cycle 3 due to remote/hybrid learning. Data will be updated when the iReady Diagnostic is administered in May.</p> <p>In addition, participation rates were lower than in 2019-2020 (pre-Covid). This may be attributed to the assessment being administered remotely due to Covid, rather than in person.</p> <p>Participation rates were lowest in grades 6 and 8 at the end of Cycle 2.</p>
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	91%	0%	96%		
		1	95%	96%	0%	95%		
		2	96%	100%	0%	100%		
		3	94%	93%	0%	96%		
		4	98%	98%	0%	100%		
		5	97%	92%	0%	91%		
		6	94%	78%	0%	89%		
		7	95%	97%	0%	95%		
		8	97%	84%	0%	98%		
		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%		
		<b>Math</b>						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	93%	0%	96%		
		1	95%	91%	0%	93%		
		2	98%	100%	0%	98%		
		3	95%	89%	0%	96%		
		4	97%	98%	0%	100%		
		5	97%	94%	0%	99%		
		6	94%	79%	0%	88%		
		7	96%	94%	0%	92%		
		8	98%	93%	0%	98%		
		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	Please see prepopulated data.	I-Ready Proficiency and Growth:  Most grades are showing growth in proficiency in ELA at the end of each subsequent diagnostic on iReady. From Cycle 1 to Cycle 2, grade 1 decreased by 5 percentage points, and grade 4 decreased by 2 percentage points. All other grades showed small percentage point increases, ranging from 1-5 percentage points. The diagnostic was not administered at the end of Cycle 3, due to Covid and remote/hybrid learning conditions.  I-Ready and Smart Goal (typical growth):  By November 15, 2020, 90% of students at the Sovereign Avenue School will take the iReady Reading Diagnostic Assessment. SAS: Met goal (96%)
		K	0%	55%	0%	49%		
		1	31%	26%	0%	35%		
		2	27%	30%	0%	36%		
		3	32%	37%	0%	44%		
		4	18%	16%	0%	23%		
		5	12%	14%	0%	18%		
		6	27%	28%	0%	29%		
		7	30%	33%	0%	36%		
		8	47%	51%	0%	48%		
		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>took the initial diagnostic)</p> <p>By February 15, 2021, 60% of students at the Sovereign Avenue School will be at or above the 40% progress to annual typical growth mark in reading as measured by the iReady reading diagnostic. SAS: Did not meet goal (43% were at or above 40% progress to typical growth) Grade levels and growth (percentage of students at 40% progress or greater): First: 27% Second: 45% Third: 53% Fourth: 48% Fifth: 48% Sixth: 43% Seventh: 48% Eighth: 37%</p> <p>By April 15, 2021, 60% of students at the Sovereign Avenue School will be at or</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>above the 80% progress to annual typical growth mark in reading as measured by the iReady reading diagnostic. SAS: Goal not measured - diagnostic not administered</p> <p>End of cycle 4 goal: Data will be filled in after diagnostic is administered in May.</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	Please see prepopulated data.	iReady Proficiency and Growth:  Most grades are showing growth in proficiency in Math at the end of each subsequent diagnostic on iReady. From Cycle 1 to Cycle 2, grade 1 decreased by 8 percentage points, and grade 7 decreased by 1 percentage point. All other grades showed small percentage point increases, ranging from 2-10 percentage points. The diagnostic was not administered at the end of Cycle 3, due to Covid and remote/hybrid learning conditions. I-Ready and Smart Goal (typical growth):  By November 15, 2020, 90% of students at the Sovereign Avenue School will take the iReady Math Diagnostic Assessment. SAS: Met goal (96%)
		K	0%	54%	0%	44%		
		1	31%	23%	0%	16%		
		2	17%	23%	0%	30%		
		3	13%	19%	0%	22%		
		4	4%	14%	0%	21%		
		5	14%	16%	0%	17%		
		6	24%	28%	0%	37%		
		7	25%	24%	0%	40%		
		8	39%	43%	0%	46%		
		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>took the initial diagnostic)</p> <p>By February 15, 2021, 60% of students at the Sovereign Avenue School will be at or above the 40% progress to annual typical growth mark in modeling and reasoning as measured by the iReady math diagnostic.</p> <p>SAS: Did not meet goal (45% were at or above 40% progress to typical growth)</p> <p>Grade levels and growth (percentage of students at 40% progress or greater):</p> <p>First: 41%</p> <p>Second: 44%</p> <p>Third: 42%</p> <p>Fourth: 36%</p> <p>Fifth: 42%</p> <p>Sixth: 46%</p> <p>Seventh: 51%</p> <p>Eighth: 59%</p> <p>By April 15, 2021, 60% of students at the Sovereign Avenue</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>School will be at or above the 80% progress to annual typical growth mark in modeling and reasoning as measured by the iReady math diagnostic. SAS: Goal not measured - diagnostic not administered</p> <p>End of cycle 4 goal: Data will be filled in after diagnostic is administered in May.</p>

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	62.9%	<p>Overall:</p> <p>62.9% of English Learners at Sovereign Avenue School made expected growth to proficiency. The target for 2018-2019 was 40.9%. Sovereign Avenue School made the growth target. Sovereign Avenue exceeded the expected growth towards the target.</p> <p>ACCESS Scale Score Growth from 2018-2019</p> <p>ACCESS Scale Score Growth from 2018-2019</p> <p>Grade K: N/A - growth data only available for retained students.</p> <p>Grade 1: Overall 1.24 Listening 1.05 Reading 2.20 Speaking -0.10 Writing 0/75</p> <p>Grade 2: Overall 0.65 Listening -0.47 Reading 0.81 Speaking 0.17 Writing 1.06</p>	<p>Areas of Focus: Negative Growth (high priority):</p> <p>Grade 1 Speaking Grade 2 Listening Grade 5 Listening, Reading, Speaking Grade 7 Speaking, Writing</p> <p>Limited Growth (priority):</p> <p>Grade 1 Writing Grade 2 Speaking Grade 3 Writing Grade 4 Speaking Grade 5 Grade 6 Writing Grade 7 Speaking Grade 8 Speaking</p> <p>Strengths:</p> <p>Grade 1 Reading Grade 2 Writing Grade 3 Speaking Grade 4 Listening Grade 5 Writing Grade 6 Speaking Grade 7 Reading</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Grade 3: Overall 0.26 Listening 0.28 Reading 0.45 Speaking 0.53 Writing 0.05</p> <p>Grade 4: Overall 0.85 Listening 1.07 Reading 1.12 Speaking 0.48 Writing 0.52</p> <p>Grade 5: Overall 0.27 Listening -0.02 Reading -0.10 Speaking -0.43 Writing 0.60</p> <p>Grade 6: Overall 0.20 Listening 0.37 Reading 0.70 Speaking 0.73 Writing 0.00</p> <p>Grade 7: Overall -0.10 Listening 0.17 Reading 0.50 Speaking -0.15 Writing -0.22</p>	<p>Grade 8 Reading</p> <p>1st grade students had the greatest growth in reading with the least in speaking. While there was a concerted effort to improve speaking scores in some 1st grade classrooms which showed some results (an improvement in 0.23 PL points from sy 2017-18 to sy 2018-19), additional focus on speaking using academic language in the content areas, is required. Additional practice on desktop computers is also recommended.</p> <p>2nd grade students had greatest growth in writing, however, students require additional assistance in listening skills encompassing several steps. There was a concerted effort to improve speaking</p>



Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Grade 8: Overall 0.68 Listening 0.95 Reading 1.58 Speaking 0.10 Writing 0.33</p>	<p>scores in some 2nd grade classrooms which saw an overall improvement of .06 PL points between ACCESS 2018 and 2019. Opportunities for students to speak using academic language in the content areas is recommended.</p> <p>3rd grade students had the greatest PL growth in speaking (there was a concentrated effort to improve speaking scores). Writing requires attention as it had the least growth.</p> <p>4th graders had the greatest growth in reading followed by listening. Speaking showed the lowest growth although writing was only better by 0.04 points. Speaking and writing using academic language and structures in all content areas is recommended.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>5th grade students showed a higher than average growth in writing for the entire school (which was 0.56 PL growth), however, performed in the negative range in all areas.</p> <p>6th graders had zero growth in writing with highest growth in speaking. Reading PL growth was nearly equivalent to speaking. Concentrated support in writing in all content areas is justified.</p> <p>7th graders had greatest growth in reading with negative growth in both speaking and writing. Writing in all content areas would be recommended.</p> <p>While 8th grade had a small sample of only 4 students, these students showed</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>excellent PL growth in reading while speaking requires additional attention. Writing in all content areas would also be recommended.</p>

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	639	2019-2020 enrollment (including pre-K): 792 students	Enrollment went down by 114 students over the past two years.  Over the past two years, pre-K enrollment went down by 22 students, K went up by 14 students, grade 1 went down by 15 students, grade 2 went down by 15 students, grade 3 went down by 1 student, grade 4 went down by 16 students, grade 5 went down by 11 students, grade 6 went down by 5 students, grade 7 went up by 5 students, and grade 8 went up by 7 students.  ELL students went down by 13 students, Special Education students went down by 13 students, Asian students went down by 23 students, Black students stayed the same, Hispanic students went down by 95 students,
		Subgroup 1 YTD Student Enrollment Average	0	2020-2021 enrollment (including pre-K) - as of May 3, 2021: 678 students	
		Subgroup 2 YTD Student Enrollment Average	0	2019-2020 enrollment by grade (as of May 1, 2020): PreK - 74 K - 43 1 - 60 2 - 67 3 - 58 4 - 69 5 - 89 6 - 105 7 - 88 8 - 84	
				2020-2021 enrollment by grade (as of May 3, 2021): PreK - 52 K - 57 1 - 45 2 - 52 3 - 57 4 - 53 5 - 78 6 - 100 7 - 93 8 - 91	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>2019-2020 enrollment by subgroup:            Female - 404            Male - 388            ELL - 174            Special Education - 108            Asian - 175            Black - 36            Hispanic - 547            Hawaiian Native/Other Pacific Islander - 10            Multiracial - 10            White - 14            Economically Disadvantaged - 748</p> <p>2020-2021 enrollment by subgroup:            Female - 346            Male - 332            ELL - 161            Special Education - 95            Asian - 152            Black - 36            Hispanic - 452            White - 9            Economically Disadvantaged - 526</p>	<p>White students went down by 5 students, and Economically Disadvantaged students went down by 222 students.</p> <p>Overall, enrollment is declining. Yet, grades 6-8 have the highest enrollment, as Sovereign Avenue enrolls students from a neighborhood school (Brighton Avenue) that terminates at grade 5. Therefore, class sizes and enrollment tend to be higher in grades 6-8, and this remains an area of concern.</p>

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	94.64%	2019-2020 Average Daily Attendance - 95.54%  Attendance by Grade 2019-2020: K -94.9% 1 - 96.4% 2 - 95.6% 3 - 96.6% 4 - 97.4% 5 - 97.1% 6 - 97.1% 7 - 97.3% 8 - 95.5%  2020-2021 Average Daily Attendance: 94.69%  Attendance by Grade 2020-2021: K- 94% 1- 91.1% 2- 96.4% 3- 97.4% 4- 97% 5- 96.6% 6- 93.9% 7- 93.7% 8- 94.5%	The attendance percentage at Sovereign is higher than the overall district percentage.  Schoolwide, attendance percentages in grade 1 was the lowest (but still above 91%).  By teacher, the lowest attendance was in the two remote only instruction classrooms in K and 1.  Attendance interventions include: Guidance counselor runs weekly reports for students who are absent 10% or more of school days, and implements a referral to truancy when a student misses 3 days or more, then another one at 7 days, and when absences reach 10 or more there is a court referral. Teachers get in contact with parents of students that are missing 3 consecutive days or 4
		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
				<p>cumulative days. Guidance counselor also facilitates some calls with translation of phone call in Spanish. The front office (secretary and administration) sends letters to parents of students who miss 5, then 10, and then 15 days of school. Further, incentives are in place for students with perfect attendance each marking period (although not this year due to Covid).</p>

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	18.04%	2018-2019 Chronic Absenteeism rate: 11.2%	In 2018-2019, Sovereign Avenue did not meet the state average for chronic absenteeism (9%). Sovereign Avenue's percentage was 11.2%  In 2018 and 2019, the current grades were above the state average for their chronic absenteeism rate (at that grade level): grades 1, 2, 5, and 7.  Currently in 2020-2021, the chronic absenteeism rate is much higher than usual at 18.45%. The grades with the highest chronic absenteeism rate are: grades 1, K, and 6.  Attendance interventions include: Guidance counselor runs weekly reports for students who are absent 10% or more of school days, and implements a referral to truancy when a student misses 3 days or more, then another one at
		Subgroup 1 YTD Chronic	0.00%	2019-2020 Chronic Absenteeism rate: 4.53%	
		Subgroup 2 YTD Chronic	0.00%	2019-2020 Chronic Absenteeism rate by Grade):	
			K - 5% 1 - 2% 2 - 6% 3 - 7% 4 - 1% 5 - 4% 6 - 2% 7 - 2% 8 - 12%  2020-2021 Chronic Absenteeism rate: 18.45%  2020-2021 Chronic Absenteeism rate by grade: K- 18% 1- 29% 2- 10% 3- 2% 4- 8% 5- 8% 6- 17% 7- 16% 8- 13%		



Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>7 days, and when absences reach 10 or more there is a court referral.</p> <p>Teachers get in contact with parents of students that are missing 3 consecutive days or 4 cumulative days.</p> <p>Guidance counselor also facilitates some calls with translation of phone call in Spanish.</p> <p>The front office (secretary and administration) sends letters to parents of students who miss 5, then 10, and then 15 days of school.</p> <p>Further, incentives are in place for students with perfect attendance each marking period (not done this year due to Covid).</p> <p>Administrators held meetings in small group sessions and presented information to parents regarding attendance procedures and policies for families of frequently absent students.</p>

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	95.85%	Attendance Rate (by month): September: 96% October: 97.1% November: 92% December: 95.5% January: 97.3% February: 97.7% March: 95.6% April: May: June:	Attendance rate by staff remains high each month. There are no existing issues with chronic absenteeism by staff members.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	N/A due to COVID 19 outbreak and remote instruction for a portion of the year. Since hybrid and some full-time in person instruction has resumed, there have still been no incidents of suspensions or expulsions.	No suspensions or expulsions this year.
		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	<p>Results from surveys</p> <ul style="list-style-type: none"> <li>*Identify staff satisfaction and support</li> <li>*Identify perception of the environment</li> <li>*Identify perceptions of students</li> <li>*Identify perceptions of family</li> </ul>		<p>School Climate Inventory Survey:</p> <p>Goal - 70% or better Agree or Strongly Agree</p> <p>2019 Results (Agree or Strongly Agree Ratings):</p> <ul style="list-style-type: none"> <li>Collaboration - 86.1%</li> <li>Environment - 94.2%</li> <li>Expectations - 95.4%</li> <li>Instruction - 97.1%</li> <li>Involvement - 69.8%</li> <li>Leadership - 95.6%</li> <li>Order - 91.2%</li> <li>OVERALL - 89.9%</li> </ul>	<p>School Climate Inventory Survey:</p> <p>All areas met the goal of 70%, although Involvement (69.8%) remains the lowest area. The following areas scored low in Involvement (percentages are Agree or Strongly Agree ratings):</p> <p>Community businesses are active in this school (52.9%).</p> <p>Parents are invited to serve on school advisory committees (61.7%).</p> <p>Parent volunteers are used whenever possible (49.4%).</p> <p>Parents are encouraged to visit their children's classrooms (42.7%).</p> <p>Other low areas are:</p> <p>Parents and community members take part in addressing school-related problems (62.8%).</p> <p>Student tardiness or absence from school is not a major problem (61.4%).</p>

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

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			

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	24	<p>2018-2019 Data:</p> <p>Number of 8th grade students enrolled: 24            Number of students with a C or better: 24            Count of students who took the Algebra I section of NJSLA: 24            % of students who scored a 4 or 5 on the PARCC assessment: 92%</p> <p>2019-2020 Data:</p> <p>Number of 8th grade students enrolled: 29            Number of students with a C or better: 29            No NJSLA this year due to to the COVID 19 outbreak and remote learning in the state.</p> <p>2020-2021 Data:</p> <p>Number of 8th grade students enrolled: 27            Number of students with a C or better: 25 (93% of the class)</p>	Two years ago when the NJSLA in Algebra was last administered, 8th grade students performed significantly above the state average. 42% of students in the state met/exceeded expectations, and 92% of students at Sovereign Avenue met/exceeded expectations. For the past three years, students have performed well meeting/exceeding expectations - 86% in 2016-2017, 88% in 2017-2018, and 92% in 2018-2019.
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	24		
		% of students who scored 4 or 5 on the PARCC assessment	92%		



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				<p>Due to Covid 19 and state guidance, different protocols were followed in regards to evaluations last school year.</p> <p>For last year only (2019-2020) Tenured Certified Staff members (Principals, Vice Principals and Teachers) did not receive summarize ratings. Instead, they received a Not Evaluated (NE) rating, if their ratings for the previous school year were in good standings; and CAP: Those tenured staff members, who have CAPs, also received a NE rating and in September continued with their CAPs.</p> <p>Non-Tenured Certified Staff, who are working under the AchieveNJ (Principals, Vice Principals and Teachers) do not receive NE ratings; All Non-Tenured and</p>
		Observations	Total		
		# Scheduled	11		
		# Completed	11		
		# Highly Effective	0		
		# Effective	0		
		# Partially Effective	0		
		# Ineffective	0		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				<p>Provisional Certified Staff Members, who are working under AchieveNJ (Principals, Vice Principals and Teachers) and working towards standard certificates, must have received a minimum of two (2) evaluations prior to the closing of the district (March 16, 20) due to the pandemic and verification must be in LoTi; If Non-Tenured Certificated Staff Members have received only one (1) evaluation/observation report, it is utmost that portfolios are created for them by their Principals/or immediate Supervisors. Contact the NJ DOE, if you need guidance (edueval@doe.nj.gov.); If Non-Tenured Certificated Staff Members have received no observation/evaluation report by March 16, the year is forfeit for the non-tenured certified staff members; Post Conferences can be done</p>

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				<p>virtually, as long as it is agreed upon by both parties (teacher and administrator); and            Reminder: There are no remote Observation/Evaluation Reports.</p>

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< Other Indicators - NO DATA >

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## 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	4-Sustaining	1.1 Focus on Student Learning, 1.2 Standards and Student Learning Objectives, 1.3 Alignment, 1.4 Effective Instruction  1.5 Career Ready Practices
	2	A	3-Developing	
	3	A	3-Developing	
	4	A	3-Developing	
	5	A	2-Emerging	
Assessment	1	A	3-Developing	2.1 Summative Assessments, 2.3 Formative Assessments  2.2 Pre-Assessments
	2	A	1-Not Addressed	
	3	A	3-Developing	
Professional Learning Community (PLC)	1	A	4-Sustaining	3.1 Team/Focus/Goals, 3.2 Time, 3.3 Norms  3.4 Conflict
	2	A	3-Developing	
	3	A	3-Developing	
	4	A	2-Emerging	

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	4.1 Clear Expectations for Student Behavior, 4.2 Social and Emotional Learning, 4.3 Social Environment - Students, 4.4 Physical Environment, 4.5 Rules/Norms: Students, 4.7 Programs/Initiatives/Approaches related to School Climate, 4.8 Mission, 4.9 Collegial Environment, 4.10 Clear Expectations for Professional Behavior, 4.11 Shared Leadership, 4.12 Communication of Connections, 4.13 Data Collection and Analysis, 4.14 School Climate Plan Development	4.6 Teaching and Learning
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	2-Emerging		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	5.1 Connection Between Student Learning and Evaluation	NA

## 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?)
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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?)	
<p>Effective Instruction</p>	<p>English Language Arts - In 2018-2019, Sovereign Ave. School met its performance goals in all areas in grades 3-8 in ELA. In ELA, Sovereign Ave. improved its ELA meets/exceeds percent from 44.7% to 46.1% on the NJSLA. However, students with disabilities did not meet their student growth proficiency targets.</p> <p>In Grades K-8 on the iReady Diagnostic: *Grade levels and typical growth (percentage of students achieving typical growth or greater): 2020-2021 K: 19% 1: 19% 2: 25% 3: 35% 4: 43% 5: 39% 6: 41% 7: 62% 8: 45% *Grade Level Proficiency: 2020-2021 K: 49% 1: 35% 2: 36% 3: 44% 4: 23% 5: 18% 6: 29%</p>	<p>One possible root cause is limited interventions are in place. Currently, we are able to provide Tier III interventions only to students who receive Reading Recovery (Gr. 1), and Tier II interventions to students who receive System 44, Read 180, LLI, and students who are able to receive intervention from our basic skills teacher. Further, some interventions were discontinued or limited based upon the need for interventionists to serve as substitute teachers during Covid 19 and remote instruction. Also, the school day was shortened due to Covid 19, and students came in with significant learning gaps due to remote instruction for a large portion of the 2020 school year. Lack of technological resources during the initial portion of remote instruction was also a source of concern (ie: initially there was no online platform for guided reading). In addition, the school has a need to provide support that is commonly provided in the home in some districts.</p>	<p>Schoolwide</p>	1	<p>Increase targeted interventions to students on the school hot list. An intervention plan will be designed to meet the needs of students who are two or more years behind in ELA. The plan will be monitored and evaluated based on defined learning goals.</p>
				2	<p>Teachers will use a variety of instructional and response strategies to promote active student engagement in learning. Teachers will use student learning data to inform their selection of instructional and response strategies.</p>
				3	<p>Administrators and leadership team will ensure that a rigorous and coherent standards based curriculum and aligned assessment system are implemented with fidelity.</p>



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?)
	7: 36% 8: 48%			

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?)	
<p>Effective Instruction</p>	<p>Math - In 2018-2019, Sovereign Ave. School increased its Math meets/exceeds from 36.1% to 37.4%. In Algebra I, Sovereign Avenue improved its Algebra meets/exceeds from 88.0% to 92.0%. The school did not meet the NJSLA proficiency target schoolwide, or in the Hispanic, Economically Disadvantaged, Students with Disabilities, or English Learners subgroups. The target was met in the Asian subgroup only.</p> <p>In Grades K-8 on the iReady Diagnostic: *Grade levels and typical growth (percentage of students achieving typical growth or greater): 2020-2021 K: 19% 1: 10% 2: 25% 3: 17% 4: 22% 5: 32% 6: 55% 7: 61% 8: 56% *Grade Level Proficiency: 2020-2021 K: 44% 1: 16%</p>	<p>Possible root causes may be inconsistent interventions and interventionists able to provide targeted academic support in differentiated, flexible small groups, a high population of ELL students who may not completely understand the language embedded in math problem-solving situations, and a need for the school to provide support often found in the home. Further, some interventions were discontinued or limited based upon the need for interventionists to serve as substitute teachers during Covid 19 and remote instruction. Also, the school day was shortened due to Covid 19, and students came in with significant learning gaps due to remote instruction for a large portion of the 2020 school year. Lack of technological resources during the initial portion of remote instruction was also a source of concern.</p>	<p>Schoolwide</p>	1	<p>Teachers use frequent checks for understanding and flexible, differentiated groups to gauge student learning, and to inform, monitor, and adjust instruction. Increase targeted interventions to students on the school hot list.</p>
				2	<p>Instructional materials and resources are aligned to the standards-based curriculum documents. Teachers will also use a variety of instructional and response strategies to promote active student engagement in learning.</p>
				3	<p>School leaders and staff work in weekly Professional Learning Communities that enable them to continuously revise, reflect, and evaluate their classroom practices to improve learning outcomes.</p>

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?)						
	2: 30% 3: 22% 4: 21% 5: 17% 6: 37% 7: 40% 8: 46%									
Climate and Culture, including Social and Emotional Learning	Social Emotional Learning - After completing the Reflection and Growth Rubric as a School Based Leadership Team, our school scored $\zeta$ Developing $\zeta$ in the area of Social and Emotional Learning. 2020-2021 was the first year of implementation of an SEL Smart goal, and therefore this area of focus was chosen for a second year in order to maintain consistent growth and momentum.	Teachers have received initial professional development in Social and Emotional Learning techniques/strategies from the school-based SEL team, and yet they were only able to work with students remotely for the majority of the year due to remote/hybrid instruction and the Covid pandemic. Time constraints during the day, competing initiatives, other classroom responsibilities, and student attendance and participation due to remote instruction did not permit the social emotional learning programs and techniques to be implemented as consistently as anticipated school-wide.	Schoolwide	<table border="1"> <tr> <td data-bbox="1594 560 1675 778">1</td> <td data-bbox="1675 560 2181 778">Maintain a Social Emotional Learning team and an Attendance Team at the school for providing PD, additional supports, and training for staff.</td> </tr> <tr> <td data-bbox="1594 778 1675 1029">2</td> <td data-bbox="1675 778 2181 1029">Provide continued training for staff members in social emotional learning and strategies, and staff then implement these strategies throughout the school day.</td> </tr> <tr> <td data-bbox="1594 1029 1675 1313">3</td> <td data-bbox="1675 1029 2181 1313">Identify clear Student Learning Objectives for social emotional learning school-wide, based on 5 core competencies as directed by CASEL, and have these objectives taught and posted throughout the school.</td> </tr> </table>	1	Maintain a Social Emotional Learning team and an Attendance Team at the school for providing PD, additional supports, and training for staff.	2	Provide continued training for staff members in social emotional learning and strategies, and staff then implement these strategies throughout the school day.	3	Identify clear Student Learning Objectives for social emotional learning school-wide, based on 5 core competencies as directed by CASEL, and have these objectives taught and posted throughout the school.
1	Maintain a Social Emotional Learning team and an Attendance Team at the school for providing PD, additional supports, and training for staff.									
2	Provide continued training for staff members in social emotional learning and strategies, and staff then implement these strategies throughout the school day.									
3	Identify clear Student Learning Objectives for social emotional learning school-wide, based on 5 core competencies as directed by CASEL, and have these objectives taught and posted throughout the school.									



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?)	
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

## SMART Goal 1

Using the iReady Diagnostic Reading Assessment, 50% of the students in grades 1-8 will reach the annual typical growth mark in Reading.

### Priority Performance

English Language Arts -

In 2018-2019, Sovereign Ave. School met its performance goals in all areas in grades 3-8 in ELA. In ELA, Sovereign Ave. improved its ELA meets/exceeds percent from 44.7% to 46.1% on the NJSLA. However, students with disabilities did not meet their student growth proficiency targets.

In Grades K-8 on the iReady Diagnostic:

\*Grade levels and typical growth (percentage of students achieving typical growth or greater):

2020-2021

K: 19%

1: 19%

2: 25%

3: 35%

4: 43%

5: 39%

6: 41%

7: 62%

8: 45%

\*Grade Level Proficiency:

2020-2021

K: 49%

1: 35%

2: 36%

3: 44%

4: 23%

5: 18%

6: 29%

7: 36%

8: 48%

Strategy 1: Increase targeted interventions to students on the school hot list. An intervention plan will be designed to meet the needs of students who are two or more years behind in ELA. The plan will be monitored and evaluated based on defined learning goals.

Strategy 2: Teachers will use a variety of instructional and response strategies to promote active student engagement in learning. Teachers will use student learning data to inform their selection of instructional and response strategies.

Strategy 3: Administrators and leadership team will ensure that a rigorous and coherent standards based curriculum and aligned assessment system are implemented with fidelity.

Target Population: Schoolwide

## Interim Goals

### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 90% of students at the Sovereign Avenue School will take the iReady Reading Diagnostic Assessment.	iReady Diagnostic Scores - Participation - ELA
Feb 15	By February 15, 2022, 50% of students at the Sovereign Avenue School will be at or above the 40% progress to annual typical growth mark in reading as measured by the iReady Reading Diagnostic Assessment.	iReady Diagnostic Growth Scores - ELA
Apr 15:	By April 15, 2022, 50% of students at the Sovereign Avenue School will be at or above the 80% progress to annual typical growth mark in reading as measured by the iReady Reading Diagnostic Assessment.	iReady Diagnostic Growth Scores - ELA
Jul 1	Using the iReady Diagnostic Reading Assessment, 50% of the students in grades 1-8 will reach the annual typical growth mark in Reading.	iReady Diagnostic Growth Scores - ELA

## Action Steps

### SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide summer school programs to meet the needs of the school population and the community.	7/6/21	7/29/21	Teachers, administration
2	3	In grade level PLCs with administrators and/or coaches, ensure that teachers are aware of the standards and curriculum in their grade, as well as all assessments.	9/1/21	6/30/22	Administration, instructional coaches, teachers
3	2	Teachers locate and analyze data in iReady and EdConnect, looking at items where students are exhibiting difficulty, cut scores for proficiency, and identifying students who are proficient or not proficient. Teachers will differentiate instruction based on the results of formative and summative assessment data.	9/1/21	6/30/22	Administration, instructional coaches, teachers
4	1	Reading Recovery will continue to be offered as a one-on-one reading intervention for targeted students in Grade 1.	9/1/21	6/30/22	Reading Recovery teachers, administration
5	1	Leveled Literacy Intervention (LLI) will continue to be offered as an intervention for targeted students in Grades 1-2.	9/1/21	6/30/22	Leveled Literacy Intervention teachers, administration
6	1	System 44 will continue to be offered to identified students in grades 3-5 for online intervention.	9/1/21	6/30/22	System 44 teacher, administration
7	1	Read 180 will continue to be offered to identified students in grades 6-8 for reading, writing, and word study instruction.	9/1/21	6/30/22	Read 180 teacher, administration
8	1	myON/Accelerated Reader will be offered to all students in grades K-8 for digital book access.	9/1/21	6/30/22	Teachers, administration
9	1	Students who are identified in need of intervention will meet with the Title 1 Basic Skills teacher, ESL teacher, or classroom teacher for additional small group interventions.	9/1/21	6/30/22	Teachers, administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
10	2	Provide professional development and instructional coaching for teachers to gain a better understanding of research based methods in English Language Arts instruction.	9/1/21	6/30/22	Teachers, administration, instructional coaches
11	3	Provide professional development for teachers, coaches, and administrators in technology applications and use of data reports (ie: iReady).	9/1/21	6/30/22	Teachers, administration, instructional coaches, technology coordinator, Digital Implementation Specialist, Leadership Team
12	1	Provide after school programs (Academic, STEM, technology, science, and Visual Performing Arts) targeted to meet the needs of the school community per the District's extended day program.	10/1/21	6/30/22	Teachers, administration
13	3	Purchase of tablets and Chromebooks in order to maintain consistent access to technology (one to one).	7/1/21	6/30/22	Administration
14	2	Provide access to and instruction in utilizing digital and print literacy materials designed to promote fluency, comprehension, and vocabulary acquisition.	7/1/21	6/30/22	Teachers, administration
15	3	Purchase grade and age appropriate technology (hardware and software), including but not limited to adaptive software, needed to prepare students for the 21st century economy as needed.	7/1/21	6/30/22	Administration
16	1	Provide intervention coaching for implementation of district intervention programs and initiatives.	9/1/21	6/30/22	Administration, intervention coach
17	1	Provide materials and professional development for intervention and enrichment programs offered at the school and/or district level.	7/1/21	6/30/22	Administration, intervention coach
18	3	Professional development for after and summer school programs in ELA, Math, Science, STEM, and technology (hardware and software).	9/1/21	6/30/22	Administration, teachers, coaches
19	3	Provide continued ongoing professional development, supplies, and materials for the implementation of professional learning communities.	7/1/21	6/30/22	Administration, leadership teams



Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
20	3	During Leadership Team meetings, examine data, monitor progress, plan, and continue to ensure implementation of the annual school plan.	7/1/21	6/30/22	Administration, leadership teams
21	2	Transportation to support the implementation of Saturday school, after school program, and educational field trips.	7/1/21	6/30/22	Administration
22	1	Provide incentives in order to encourage consistent attendance of all students.	7/1/21	6/30/22	Administration, attendance team
23	1	Form an attendance team of approximately 5 members in order to enhance attendance and promote a positive school climate.	7/1/21	6/30/22	Administration, attendance team

## Budget Items

### SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
12	Teacher Stipends/Afterschool Program/VPA	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,651	Federal Title I (School Allocation)
12	Teacher Stipends/Afterschool Program/ELA	INSTRUCTION - Personnel Services - Salaries / 100-100	\$32,201	Federal Title I (School Allocation)
1	Teacher Stipends/Summer School	INSTRUCTION - Personnel Services - Salaries / 100-100	\$30,424	Federal Title I (School Allocation)
15	Adaptive Software License Renewals	INSTRUCTION - Other Purchased Services / 100-500	\$26,117	Federal Title I (School Allocation)
8	Software License Renewal/SRS	INSTRUCTION - Other Purchased Services / 100-500	\$5,271	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
20	School Leadership Team/Teacher Stipends	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$21,500	Federal Title I (School Allocation)
10	Partial Salary/ELA Coordinator/Coach	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$22,271	Federal Title I (School Allocation)
12	Staff Training for Afterschool Programs	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,687	Federal Title I (School Allocation)
14	Administrator/Morning Enrichment	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$5,400	Federal Title I (School Allocation)
12	Support Staff/Afterschool Program/ELA	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$10,123	Federal Title I (School Allocation)
12	Administrator Stipend/Afterschool Program/ELA	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,949	Federal Title I (School Allocation)
8	Accelerated Reader Educator	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$29,808	Federal Title I (School Allocation)
1	Support Staff/Summer School	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,798	Federal Title I (School Allocation)
14	FICA/Administration/Morning Enrichment	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$413	Federal Title I (School Allocation)
10	Health Benefits/ELA Coordinator/Coach	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
10	TPAF/ELA Coordinator/Coach	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,022	Federal Title I (School Allocation)
20	FICA/School Leadership Team	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,645	Federal Title I (School Allocation)
12	FICA/Afterschool Program/VPA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$126	Federal Title I (School Allocation)
12	FICA/Staff Training	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$282	Federal Title I (School Allocation)
12	FICA/Afterschool Program/ELA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$3,540	Federal Title I (School Allocation)
8	Health Benefits/SRS Staff- Educator	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$22,498	Federal Title I (School Allocation)
8	FICA/Accelerated Reader Educator	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$2,280	Federal Title I (School Allocation)
1	FICA/Summer School	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$2,618	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
11	PD Adaptive Software	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,629	Federal Title I (School Allocation)

## SMART Goal 2

Using the iReady Diagnostic Math Assessment, 50% of the students in grades 1-8 will reach the annual typical growth mark in Math.

### Priority Performance

#### Math -

In 2018-2019, Sovereign Ave. School increased its Math meets/exceeds from 36.1% to 37.4%. In Algebra I, Sovereign Avenue improved its Algebra meets/exceeds from 88.0% to 92.0%. The school did not meet the NJSLA proficiency target schoolwide, or in the Hispanic, Economically Disadvantaged, Students with Disabilities, or English Learners subgroups. The target was met in the Asian subgroup only.

In Grades K-8 on the iReady Diagnostic:

\*Grade levels and typical growth (percentage of students achieving typical growth or greater):

2020-2021

K: 19%

1: 10%

2: 25%

3: 17%

4: 22%

5: 32%

6: 55%

7: 61%

8: 56%

\*Grade Level Proficiency:

2020-2021

K: 44%

1: 16%

2: 30%

3: 22%

4: 21%

5: 17%

6: 37%

7: 40%

8: 46%

Strategy 1: Teachers use frequent checks for understanding and flexible, differentiated groups to gauge student learning, and to inform, monitor, and adjust instruction. Increase targeted interventions to students on the school hot list.

Strategy 2: Instructional materials and resources are aligned to the standards-based curriculum documents. Teachers will also use a variety of instructional and response strategies to promote active student engagement in learning.

Strategy 3: School leaders and staff work in weekly Professional Learning Communities that enable them to continuously revise, reflect, and evaluate their classroom practices to improve learning outcomes.

Target Population: Schoolwide

## Interim Goals

### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 90% of students at the Sovereign Avenue School will take the iReady Math Diagnostic Assessment.	iReady Diagnostic Scores - Participation - Math
Feb 15	By February 15, 2022, 50% of students at the Sovereign Avenue School will be at or above the 40% progress to annual typical growth mark as measured by the iReady Math Diagnostic Assessment.	iReady Diagnostic Growth Scores - Math
Apr 15:	By April 15, 2022, 50% of students at the Sovereign Avenue School will be at or above the 80% progress to annual typical growth mark in reading as measured by the iReady Math Diagnostic Assessment.	iReady Diagnostic Growth Scores - Math

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Using the iReady Diagnostic Math Assessment, 50% of the students in grades 1-8 will reach the annual typical growth mark in Math.	iReady Diagnostic Growth Scores - Math

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide summer school programs to meet the needs of the school population and the community.	7/1/21	7/23/21	Teachers, administration
2	3	Teachers meet weekly in grade level PLC's. Locate and analyze data in EdConnect and iReady, including looking at where students are exhibiting difficulty, cut scores for proficiency, and identifying students who are proficient or not proficient. Teachers will differentiate instruction based on the results of formative and summative assessment data.	9/1/21	6/30/22	Teachers, instructional coaches, administration
3	2	In grade level PLC's or PD sessions, ensure that teachers are aware of the standards, curriculum, and assessments in their grade.	9/1/21	6/30/22	Teachers, instructional coaches, administration
4	1	Students who are identified in need of intervention will meet with the Title 1 Basic Skills teacher or classroom teacher for additional small group interventions. Flexible groups may change based on the results of future benchmarks and formative assessments. Adjust groups as needed.	9/1/21	6/30/22	Teachers, administration
5	1	Provide after school programs (Academic, STEM, technology, science, and Visual Performing Arts) targeted to meet the needs of the school community per the District's extended day program.	10/1/21	6/30/22	Teachers, administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
6	1	Provide more support and training in the blended learning model of instruction and the use of math centers, which serves to differentiate instruction and maximize the use of instructional time.	9/1/21	6/30/22	Teachers, instructional coaches, administration
7	2	Provide professional development for teachers to gain a better understanding of research based methods in math instruction.	9/1/21	6/30/22	Teachers, instructional coaches, administration
8	2	Provide professional development for teachers, coaches, and administrators in new technology applications and use of data reports (ie: iReady, Dreambox, iXL).	9/1/21	6/30/22	Teachers, instructional coaches, administration
9	2	Purchase of tablets and Chromebooks in order to maintain consistent access to technology (one to one).	7/1/21	6/30/22	Administration
10	2	Purchase grade and age appropriate technology (hardware and software), including but not limited to adaptive software, needed to prepare students for the 21st century economy as needed.	7/1/21	6/30/22	Administration
11	1	Provide intervention coaching for implementation of district intervention programs and initiatives.	9/1/21	6/30/22	Administration, intervention coach
12	1	Provide materials and professional development for intervention and enrichment programs offered at the school and/or district level.	7/1/21	6/30/22	Administration, intervention coach
13	2	Professional development for after and summer school programs in ELA, Math, Science, STEM, and technology (hardware and software)	7/1/21	6/30/22	Administration, teachers, coaches
14	2	Provide continued ongoing professional development for the implementation of professional learning communities.	9/1/21	6/30/22	Administration, Leadership Team
15	3	During Leadership Team meetings, examine data, monitor progress, plan, and continue to ensure implementation of the annual school plan.	7/1/21	6/30/22	Administration, Leadership Team
16	1	Transportation to support the implementation of Saturday school, after school program, and educational field trips.	7/1/21	6/30/22	Administration



Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
17	2	Provide incentives in order to encourage consistent attendance of all students.	7/1/21	6/30/22	Administration, attendance team
18	1	Form an attendance team of approximately 5 members in order to enhance attendance and promote a positive school climate.	7/1/21	6/30/22	Attendance team, administration

## Budget Items

### SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Teacher Stipends/Saturday STEM	INSTRUCTION - Personnel Services - Salaries / 100-100	\$4,541	Federal Title I (School Allocation)
5	Teacher Stipends/Afterschool Program/VPA	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,651	Federal Title I (School Allocation)
5	Teacher Stipends/Afterschool Program/Math	INSTRUCTION - Personnel Services - Salaries / 100-100	\$32,201	Federal Title I (School Allocation)
1	Teacher Stipends/Summer School	INSTRUCTION - Personnel Services - Salaries / 100-100	\$30,423	Federal Title I (School Allocation)
10	Adaptive Software License Renewal	INSTRUCTION - Other Purchased Services / 100-500	\$31,388	Federal Title I (School Allocation)
15	Leadership Team Teacher Stipends	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$21,500	Federal Title I (School Allocation)
5	Staff Training for Afterschool Programs	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,688	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Support Sal/STEM	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,870	Federal Title I (School Allocation)
5	Support Staff/Afterschool Program/Math	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$10,122	Federal Title I (School Allocation)
5	Administrator Stipends/Afterschool Program/Math	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,949	Federal Title I (School Allocation)
1	Support Staff/Summer School	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,797	Federal Title I (School Allocation)
5	FICA/Saturday STEM	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$490	Federal Title I (School Allocation)
5	FICA/Staff Training	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$282	Federal Title I (School Allocation)
5	FICA/Afterschool Program/VPA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$126	Federal Title I (School Allocation)
15	FICA/Leadership Teams	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,645	Federal Title I (School Allocation)
5	FICA/Afterschool Program/Math	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$3,540	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	FICA/Summer School	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$2,618	Federal Title I (School Allocation)
8	PD Adaptive Softward	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,629	Federal Title I (School Allocation)

## SMART Goal 3

By the end of the 2021-2022 school year, 60% of teaching staff and students at Sovereign Avenue School will implement at least 3-4 evidence-based strategies as contained in the social emotional learning scope and sequence as measured by surveys, growth and reflection tools, and anecdotal notes.

### Priority Performance

Social Emotional Learning -

After completing the Reflection and Growth Rubric as a School Based Leadership Team, our school scored *Developing* in the area of Social and Emotional Learning.

2020-2021 was the first year of implementation of an SEL Smart goal, and therefore this area of focus was chosen for a second year in order to maintain consistent growth and momentum.

Strategy 1: Maintain a Social Emotional Learning team and an Attendance Team at the school for providing PD, additional supports, and training for staff.

Strategy 2: Provide continued training for staff members in social emotional learning and strategies, and staff then implement these strategies throughout the school day.

Strategy 3: Identify clear Student Learning Objectives for social emotional learning school-wide, based on 5 core competencies as directed by CASEL, and have these objectives taught and posted throughout the school.

Target Population: Schoolwide

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 80% of teaching staff at Sovereign Avenue School will attend an initial professional development session reviewing the basic principles of social emotional learning and introduction of curriculum materials.	Staff attendance at initial social emotional learning (SEL) training session
Feb 15	By February 15, 2022, 20% of teaching staff at Sovereign Avenue School will implement at least 1-2 evidence-based strategies as contained in the social emotional learning scope and sequence as measured by surveys, growth and reflection tools, and anecdotal notes.	<p>Staff implementation of SEL strategies from scope and sequence - surveys, growth and reflection tools, and anecdotal notes.</p> <p>Staff attendance at SEL professional development sessions</p>
Apr 15:	By April 15, 2022, 40% of teaching staff at Sovereign Avenue School will implement at least 2-3 evidence-based strategies as contained in the social emotional learning scope and sequence as measured by surveys, growth and reflection tools, and anecdotal notes.	<p>Staff implementation of SEL strategies from scope and sequence - surveys, growth and reflection tools, and anecdotal notes.</p> <p>Staff attendance at SEL professional development sessions</p>
Jul 1	By the end of the 2021-2022 school year, 60% of teaching staff and students at Sovereign Avenue School will implement at least 3-4 evidence-based strategies as contained in the social emotional learning scope and sequence as measured by surveys, growth and reflection tools, and anecdotal notes.	<p>Staff implementation of SEL strategies from scope and sequence - surveys, growth and reflection tools, and anecdotal notes.</p> <p>Staff attendance at SEL professional development sessions</p>

## Action Steps

### SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Attendance Team of approximately 5-7 members with defined roles which should be composed of certified and non certified staff.	7/1/21	6/30/22	Attendance Team, administration, Leadership Team
1	1	SEL (Social Emotional Learning) team of approximately 5-7 members with defined roles which should be composed of teachers and/or specialists across grade levels.	7/1/21	9/30/21	Social Emotional Learning (SEL) team, administration, Leadership Team
2	3	As an SEL team, define SEL goals and a strategic plan and a scope and sequence specific to our school.	9/1/21	6/30/22	SEL team
3	2	Use of curriculum materials pertaining to Social and Emotional Learning (Social Decision Making/Social Problem Solving), and adopt a research based program to promote social emotional learning school wide.	7/1/21	10/29/21	SEL team, administration, teachers
4	2	Provide on-going professional development for teachers using SEL Curriculum as developed by SEL Team in understanding the essentials of Social Emotional Learning.	9/1/21	6/30/22	SEL team, teachers
5	1	Provide continued professional development for staff based upon the defined SEL goals and scope/sequence, and staff participate in ongoing PD.	9/1/21	6/30/22	SEL team, administration, teachers
6	3	Utilize quarterly faculty meetings to discuss progression with SEL goals and SEL implementation/strategies.	9/1/21	6/30/22	Administration, teachers, SEL team
7	3	Create posters and reminders to be posted throughout the school connected to social emotional learning goals, and including students in the creation of the posters.	9/1/21	6/30/22	SEL team, administration, teachers, students
8	2	Gather data via surveys and growth and reflections tools.	9/1/21	6/30/22	SEL team, administration

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
9	1	Explanation of SEL strategies and lessons to parents and community members via a social emotional learning workshop at the Parent Center via a member of the SEL team or administrator.	9/1/21	6/30/22	SEL team, administration, parents
10	2	Engage in a book study to facilitate SEL growth with teachers and enhance implementation of SEL strategies. Discuss chapter from book one time per month at a staff meeting.	9/1/21	6/30/22	Administration, teachers
11	1	Attendance Team of approximately 5-7 members with defined roles which should be composed of certified and non-certified staff.	7/1/21	6/30/22	Attendance Team, administration, Leadership team

## Budget Items

### SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
10	Book Study Materials	INSTRUCTION - Supplies & Materials / 100-600	\$1	Federal Title I (School Allocation)
3	SEL Curriculum Materials	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (School Allocation)
7	Supplies/Posters for SEL Goals and Curriculum	INSTRUCTION - Supplies & Materials / 100-600	\$1,500	Federal Title I (School Allocation)
2	SEL Team/Teacher&Admin Stipends	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$13,683	Federal Title I (School Allocation)
2	SEL Team/FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,047	Federal Title I (School Allocation)





## SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

### Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15:		
Jul 1		

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< SMART Goal 4 - Action Steps: NO DATA >

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< SMART Goal 4 - Budget Items: NO DATA >

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### Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Instructional Equipment-STEM-Interactive Floor	1/3/22	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	FACILITIES - Instructional Equipment / 400-731	\$36,000.00	Federal Title I (School)
Installation STEM equipment	1/3/22	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	SUPPORT SERVICES - Purchased Property Services / 200-400	\$2,000.00	Federal Title I (School)
Teacher Stipends-SEL extended day program	10/4/21	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	INSTRUCTION - Personnel Services - Salaries / 100-100	\$9,015.00	Federal Title I (School)
1:1 Tutoring-Vendor	1/3/22	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$90,000.00	Federal Title I (School)
Supplies and materials including technology 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	\$138,546.00	Federal Title I (School)

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Staff Training Stipends/PLC sal	9/6/21	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$39,190.00	Federal Title I (School
FICA	9/6/21	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$3,688.00	Federal Title I (School
Professional Development Consultants	9/6/21	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$4,565.00	Federal Title I (School
Ed Connect renewal license, workshop registration, professional development course fees, transportation for various activities, refreshments for Saturday programs	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	SUPPORT SERVICES - Other Purchased Services / 200-500	\$16,147.00	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	\$133,092	\$0	\$0	\$0	\$0	\$0	\$133,092
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$62,776	\$0	\$0	\$0	\$0	\$0	\$62,776
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$6,501	\$0	\$0	\$0	\$0	\$0	\$6,501
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$202,369	\$0	\$0	\$0	\$0	\$0	\$202,369
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$159,145	\$0	\$0	\$0	\$0	\$0	\$159,145
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$54,172	\$0	\$0	\$0	\$0	\$0	\$54,172
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$5,258	\$0	\$0	\$0	\$0	\$0	\$5,258
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	\$218,575	\$0	\$0	\$0	\$0	\$0	\$218,575
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	\$420,944	\$0	\$0	\$0	\$0	\$0	\$420,944

## 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	\$420,944	\$0	\$420,944
Other Title 1 Expenditures	\$0	\$339,151	\$0	\$339,151
Total	\$0	\$760,095	\$0	\$760,095



## School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.	
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.	
x		Effective Instruction
x		Effective Instruction
x		Climate and Culture, including Social and Emotional Learning
x		No option for the fourth SMART Goal was selected on the Root Cause page.
	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: Medina W. Peyton

Title: Principal

Date: 07/23/2021

## District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Michael Bird

Title: Director

Date: 09/08/2021

## 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