

Texas Avenue School

District: ATLANTIC CITY

County: ATLANTIC

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 010110060

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	Dr. LaKecia Hyman	Yes	Yes	Yes		
School Counselor	Alyssa Acree	Yes	Yes	Yes		
Math Teacher	Paul Fetter	Yes	Yes	Yes		
Special Education Teacher	Danielle Newsome	Yes	Yes	Yes		
Reading Coach	Julie Craig	Yes	Yes	Yes		
ESL Teacher	Lateefah Scott	Yes	Yes	Yes		
Teacher	Jamie Trave	No	Yes	Yes		
Math Coach	Jose Jacobo	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Teacher	Islah Muhammad	No	Yes	Yes		
Special Education Teacher	Kathryn Howard	Yes	Yes	Yes		
Reading Recovery Interventionist	Christa Dwyer-Tracy	Yes	Yes	Yes		
8th Grade Student	Ishrak Hasan	Yes	No	No		
8th Grade Student	Ishtiak Hossain	Yes	No	No		
8th Grade Student	Irfan Ahmed	Yes	No	No		
8th Grade Student	Tom Nguyen	Yes	No	No		
5th Grade Student	Luz Bracamontes-	Yes	No	No		
4th Grade Student	Guadalupe Torres	Yes	No	No		
4th Grade Student	Ariana Esteban	Yes	No	No		
4th Grade Student	Khadeja Anwar	Yes	No	No		
3rd Grade Student	Jose Sorto-Ramos	Yes	No	No		
3rd Grade Student	Christina Tran-Pham	Yes	No	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent	Jose Castillo	Yes	Yes	No		
Parent	Anabel Hernandez	Yes	Yes	No		
Parent	Ariana Cruz	Yes	Yes	No		
Parent	Yamileth Almendarez	Yes	Yes	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/04/2021	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/13/2021	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/18/2021	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/24/2021	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/01/2021	Smart Goal Development	Yes	Yes
06/02/2021	Prior Year Evaluation,Smart Goal Development	Yes	Yes
06/08/2021	Smart Goal Development	Yes	Yes
06/09/2021	Prior Year Evaluation,Smart Goal Development	Yes	Yes
06/15/2021	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,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)
Reading Recovery	ELA	1st grade	Yes	No	Yes	Beginning data from alternate ranking form which was used to administer the observation survey. Despite Covid interruptions, there is evidence based on past years of successful reading recovery and growth. The intervention will be continued.
Leveled Literacy Intervention	ELA	1st, 2nd, and 3rd grades	Yes	No	Yes	Entry and exit benchmark levels for LLI, iReady data, teacher recommendation based on prior year's and current performance and iReady reading levels.
Basic Skills Intervention	Math/ELA	2nd, 3rd, 4th, and 5th grades	Yes	No	Yes	Monthly monitoring reports, targeting one grade level below in iReady
Remote Student Intervention Period/Block	Math/ELA	All students, All grades	No	No	No	Increase reading levels, I-Ready Data

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

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a <="" _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <td data-bbox="775 284 992 347">Student Group</td> <td data-bbox="999 284 1072 347">ELA</td> <td data-bbox="1079 284 1153 347">Math</td> <td data-bbox="1160 284 1234 347">Alg1</td> <td data-bbox="1240 284 1314 347">Alg2</td> <td data-bbox="1321 284 1395 347">Geo</td> <td data-bbox="1413 284 1805 1417" rowspan="17"> As understood, due to the COVID-19 pandemic, the NJ executive order to cancel the state assessment for 2 consecutive years the most recent information shared in this column is based on the 2018-19 school year reporting. New Math School wide target for 2021-2022 is 46% New ELA School wide target for 2021-2022: 48.2% Based on 2018-19 NJSLA Math Results, school targets were not met in the following areas: 1. School wide (371 Students) did Not meet target, needed 37.5% got 25.3%. New Target for 2021-2022 is 46% 2. The Hispanic population (271 Students) did NOT meet target, needed 30.2% got 14.4%. New Target for 2021-2022 is 40.2%. 3. Asian, Native Hawaiian, or Pacific Islander (86 students) met target of 59.3% Target was 59.8%. New Target for 2021-2022 is 63.8%. </td> <td data-bbox="1812 284 2179 1417" rowspan="17"> As understood, due to the COVID-19 pandemic, the NJ executive order to cancel the state assessment for 2 consecutive years the most recent information shared in this column is based on the 2018-19 school year reporting </td> 	Student Group	ELA	Math	Alg1	Alg2	Geo	As understood, due to the COVID-19 pandemic, the NJ executive order to cancel the state assessment for 2 consecutive years the most recent information shared in this column is based on the 2018-19 school year reporting. New Math School wide target for 2021-2022 is 46% New ELA School wide target for 2021-2022: 48.2% Based on 2018-19 NJSLA Math Results, school targets were not met in the following areas: 1. School wide (371 Students) did Not meet target, needed 37.5% got 25.3%. New Target for 2021-2022 is 46% 2. The Hispanic population (271 Students) did NOT meet target, needed 30.2% got 14.4%. New Target for 2021-2022 is 40.2%. 3. Asian, Native Hawaiian, or Pacific Islander (86 students) met target of 59.3% Target was 59.8%. New Target for 2021-2022 is 63.8%.	As understood, due to the COVID-19 pandemic, the NJ executive order to cancel the state assessment for 2 consecutive years the most recent information shared in this column is based on the 2018-19 school year reporting
		Schoolwide	30.2 %	25.3%	80%				
		White	*	*					
		Hispanic	20.7 %	14.4%	*				
		Black or African American	*	*					
		Asian, Native Hawaiian, or Pacific Islander	61.6 %	59.3%	*				
		American Indian or Alaska Native	*	*					
		Two or More Races	*	*					
		Female	36.3 %	25.4%	70%				
		Male	22.9 %	25.3%	90%				
		Economically Disadvantaged Students	30.3 %	25.5%	80%				
		Non-Economically Disadvantaged Students	28.6 %	21.4%					
		Students with Disabilities	*	*					
		Students without Disabilities	*	*	80%				
		English Learners	21.5 %	17.1%					
		Non-English Learners	41.4 %	36.3%	80%				
		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
			<p>4. Economically Disadvantaged Students (357 Students) did Not meet target, needed 37.9% got 25.5%. New Target for 2021-2022 is 46.3%</p> <p>5. Students with Disabilities (65 Students) did Not meet target, needed 16.8% got ***%. New Target for 2021-2022 is 29.4%.</p> <p>6. English Learners (211 Students) did Not meet target, needed 23.1% got 17.1%. New Target for 2021-2022 is 34.5%</p> <p>Based on 2018-19 NJSLA ELA Results, school targets were not met in the following areas: Schoolwide, 30.20% met NJSLA proficiency missing the baseline target of 40.3% New target for 2021-2022: 48.2% Hispanic: 20.70% met NJSLA proficiency missing the baseline target of 31.5% New target for 21-22: 41.2% Asian, Native Hawaiian, or Pacific Islander: 61.60% met NJSLA proficiency missing the baseline target of 66.0%</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>New target for 21-22: 68.8% Economically Disadvantaged Students: 30.30% met NJSLA proficiency missing the baseline target of 40.8%</p> <p>New target for 21-22: 48.7% English Learners: 21.50% met NJSLA proficiency meeting the baseline target of 21.4%</p> <p>New target for 21-22: 33.1%</p>	

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				No district data for science for the 19-20 and 20-21 school year.	
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	10%	8%			
		White	*	*			
		Hispanic	3%	7%			
		Black or African					
		Asian, Native					
		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		
		Students without					
		English Learners	0%				
		Non-English	16%				
		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		
		Schoolwide	44%	48%		
		White	*	*		
		Hispanic	43%	45%		
		Black or African American	*	*		
		Asian, Native Hawaiian, or Pacific	51%	56.5%		
		American Indian or Alaska Native	*	*		
		Two or More Races	*	*		
		Female	44%	44%		
		Male	43.5%	49%		
		Economically Disadvantaged	45%	48%		
		Non-Economically Disadvantaged				
		Students with Disabilities	37%	44%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	42.5%	51%		
		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					The participation rate for Cycle 1 in ELA was 90.44% and in math 93%. The 95% participation rate for both ELA and Math was not met in Cycle 1 only. This can be attributed to 100% remote learning due to Covid 19.	Due to 100% remote learning for the first cycle, participation rates were lower.
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	97%	96%	100%	100%		
		1	83%	96%	100%	100%		
		2	94%	96%	100%	100%		
		3	86%	95%	97.6%	97.6%		
		4	92%	96%	100%	100%		
		5	90%	100%	100%	100%		
		6	95%	100%	100%	100%		
		7	88%	97%	100%	100%		
		8	89%	94%	100%	100%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	96%	100%	100%		
		1	84%	95%	100%	100%		
		2	94%	98%	98%	98%		
		3	93%	98%	100%	100%		
		4	92%	98%	98%	98%		
		5	88%	98%	100%	100%		
		6	94%	100%	96%	96%		
		7	97%	99%	97%	97%		
		8	95%	93%	97%	97%		
		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	According to iReady end of year data 2020-2021: 1. 28% of all students are 1 grade below grade level 2. 36% of students are 2 grade levels below grade level 3. Asian, Native Hawaiian, or Pacific Islander are 69% proficient. 4. Hispanic students are 23% proficient. 5. Economically Disadvantaged Students are 36% proficient. 6. English Learners are 21% proficient. 7. Students with Disabilities are 15% proficient. Data shows a significant achievement gap with a majority of students performing one or more grade levels below proficiency. Due to Covid-19 and remote learning, students will be returning with an even broader learning gap. Teachers will need intentional and focused PD to gain a deeper understanding of unpacking essential standards and developing and	Due to Covid 19 remote instruction there are anticipated inconsistencies in attendance resulting in higher than normal absenteeism. Also, there were zero chronic disciplinary infractions most likely due to the low number of students participating in half day in person instruction.
		K	59%	18.5%	46%	47%		
		1	29%	26.5%	31%	31%		
		2	17%	23.9%	38%	39%		
		3	45%	34.2%	49%	49%		
		4	16%	44.4%	25%	25%		
		5	17%	50%	25%	25%		
		6	27%	34.4%	39%	39%		
		7	23%	60.9%	37%	37%		
		8	35%	35.9%	35%	34%		
		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
			implementing short term SMART goals within the PLC process.	

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	According to iReady end of year data: 1. 35% of all students are 1 grade below grade level 2. 36% of students are 2 grade levels below grade level 3. Asian, Native Hawaiian, or Pacific Islander are 64% proficient. 4. Hispanic students are 17% proficient. 5. Economically Disadvantaged Students are 29% proficient. 6. English Learners are 16% proficient. 7. Students with Disabilities are 8% proficient. Data shows a significant achievement gap with a majority of students performing one or more grade levels below proficiency. Due to Covid-19 and remote learning, students will be returning with an even broader learning gap. Math fluency automaticity and procedural fluency continues to be a major issue. Teachers will need intentional and focused PD	In grades 1-6 we have less than 1/3 of students achieving proficiency levels. It appears that students in 7th and 8th grade are making greater gains than the rest of the grade levels. Possible reasons for this trend is that we have content specialist in grades 7 and 8. Due to Covid 19 remote instruction there are anticipated inconsistencies in attendance resulting in higher than normal absenteeism. Also, there were zero chronic disciplinary infractions most likely due to the low number of students participating in half day in person instruction.
		K	39.3%	39.3%	50%	50%		
		1	22.4%	22.4%	16%	16%		
		2	31.9%	31.9%	16%	16%		
		3	38.1%	38.1%	31%	31%		
		4	44.4%	44.4%	19%	19%		
		5	49.1%	49.1%	21%	21%		
		6	49.2%	49.2%	31%	31%		
		7	49.3%	49.3%	37%	37%		
		8	42.6%	42.6%	42%	42%		
		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
				to gain a deeper understanding of unpacking essential standards and developing and implementing short term SMART goals within the PLC process.	
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	36.5%	Students took WIDA test this spring and results will be available some time in August.	Due to Covid 19, many of our ELL students did not have sufficient opportunities to practice english language skills. We anticipate delays in gains toward language acquisition in all domains.

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	497		
		Subgroup 1 YTD Student Enrollment Average	34		
		Subgroup 2 YTD Student Enrollment Average	190		
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	91.74%		
		Subgroup 1 YTD Student	90.21%		
		Subgroup 2 YTD Student Attendance Average	90.09%		

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	22.98%		
		Subgroup 1 YTD Chronic	15.62%		
		Subgroup 2 YTD Chronic Absenteeism	24.06%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	0.00%		

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%		
		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	69	0	5	78		

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	20		
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	20		
		% of students who scored 4 or 5 on the PARCC assessment	80%		

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	null		
		Observation Waiver?	null		
		# Teachers to Evaluate	null		
		# Non-tenure teachers (years 1 & 2)	null		
		# Non-tenure teachers (years 3 & 4)	null		
		# Teachers on CAP	null		
		# Teachers receiving mSGP	null		
		Observations	Total		
		# Scheduled	103		
		# Completed	103		
		# Highly Effective	2		
		# Effective	87		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		
		# Partially Effective	12		
		# Ineffective	2		

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

<CNA: NO DATA >

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Curriculum and Standards	<p>Based on 2018-19 NJSLA ELA Results, school targets were not met in the following areas: Schoolwide, 30.20% met NJSLA proficiency missing the baseline target of 40.3% New target for 2021-2022: 48.2% Hispanic: 20.70% met NJSLA proficiency missing the baseline target of 31.5% New target for 20-21: 37.2% Asian, Native Hawaiian, or Pacific Islander: 61.60% met NJSLA proficiency missing the baseline target of 66.0% New target for 20-21: 67.6% Economically Disadvantaged Students: 30.30% met NJSLA proficiency missing the baseline target of 40.8% New target for 20-21: 45.4% English Learners: 21.50% met NJSLA proficiency meeting the baseline target of 21.4% New target for 20-21: 28.3%</p> <p>According to iReady end of year data 2020-2021: 28% of all students are 1 grade below grade level 36% of students are 2 grade levels below grade level</p>	<p>Data shows a significant achievement gap with a majority of students performing one or more grade levels below proficiency. Due to Covid-19 and remote learning, students will be returning with an even broader learning gap. Teachers will need intentional and focused PD to gain a deeper understanding of unpacking essential standards and developing and implementing short term SMART goals within the PLC process.</p>	All Students	1	Provide Teachers with specific, targeted and embedded professional development with a focus on essential standards, unpacking of standards, creation of student learning targets and the use of proficiency scales to promote teaching to a level of mastery.
				2	Maintain Professional Learning Communities to focus on smart goals & analyze assessment data, unpacking essential standards, student learning targets, and proficiency scales
				3	Develop a standard set of best practices and guidelines to scaffold (up and down) instruction to elevate teacher capacity for instructional design in order to support all levels of learners.

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>Based on 2018-19 NJSLA Math Results, school targets were not met in the following areas:</p> <ol style="list-style-type: none"> 1. School wide (371 Students) did Not meet target, needed 37.5% got 25.3%. New Target for 2021-2022 is 46% 2. The Hispanic population (271 Students) did NOT meet target, needed 30.2% got 14.4%. New Target for 2021-2022 is 40.2%. 3. Asian, Native Hawaiian, or Pacific Islander (86 students) met target of 59.3% Target was 59.8%. New Target for 2021-2022 is 63.8%. 4. Economically Disadvantaged Students (357 Students) did Not meet target, needed 37.9% got 25.5%. New Target for 2021-2022 is 46.3% 5. Students with Disabilities (65 Students) did Not meet target, needed 16.8% got ***%. New Target for 2021-2022 is 29.4%. 6. English Learners (211 Students) did Not meet target, needed 23.1% got 17.1%. New Target for 2021-2022 is 34.5% <p>According to iReady end of year data:</p> <ol style="list-style-type: none"> 1. 35% of all students are 1 grade below grade level 2. 36% of students are 2 grade levels below grade level 	<p>Data shows a significant achievement gap with a majority of students performing one or more grade levels below proficiency. Due to Covid-19 and remote learning, students will be returning with an even broader learning gap. Math fluency automaticity and procedural fluency continues to be a major issue. Teachers will need intentional and focused PD to gain a deeper understanding of unpacking essential standards and developing and implementing short term SMART goals within the PLC process.</p>	<p>All Students</p>	1	<p>Provide Teachers with specific, targeted and embedded professional development with a focus on essential standards, unpacking of standards, creation of student learning targets and the use of proficiency scales to promote teaching to a level of mastery.</p>
				2	<p>Maintain Professional Learning Communities to focus on smart goals & analyze assessment data, unpacking essential standards, student learning targets, and proficiency scales</p>
				3	<p>Develop a standard set of best practices and guidelines to scaffold (up and down) instruction to elevate teacher capacity for instructional design in order to support all levels of learners.</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?)
	<p>3. Asian, Native Hawaiian, or Pacific Islander are 64% proficient. 4. Hispanic students are 17% proficient. 5. Economically Disadvantaged Students are 29% proficient. 6. English Learners are 16% proficient. 7. Students with Disabilities are 8% proficient.</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?)	
<p>Climate and Culture, including Social and Emotional Learning</p>	<p>Attendance: Prior to the pandemic our school's absenteeism rate was at a low 7.06 which widened to 22.95%. There was also a rise in staff absenteeism rates from the previous year.</p> <p>Of the 7 dimensions of inventory, School Satisfaction/Connectedness M/E Survey results show the lowest effective responses.</p> <p>Due to the pandemic virtual Zoom parent meetings replaced in-person meetings which resulted in less than 3% of the overall student enrollments from the 10% target from the previous year. Parents lack of technology skills prevented them from logging on and attending.</p>	<p>Parent & Community Involvement Language barriers between parents and school Inconsistent parent school communication due to parental phone/internet disruptions Disconnect between parent involvement and student success There is limited engagement between Texas Avenue School staff, parents and students as well as the community members. Fostering an engaging relationship with all stakeholders is essential. The language barrier between home and school causes a disconnect in relaying relevant information. There is a disconnect between understanding of the survey questions to stakeholders' responses. Cultural or socioeconomic differences, Language differences between parents and staff, Parent attitudes about the school, Staff attitudes toward parents create a barrier.</p> <p>Social & Emotional Learning Unprecedented levels of induced stress and anxiety, which elevated due to the pandemic are wreaking havoc on students' mental, physical and behavioral health. Lack of Self-Awareness, Self-management, Responsible Decision Making, Social Awareness, Relationship skills has an</p>	<p>All stakeholders (parents, students, staff & community partnerships)</p>	1	<p>Improve student and staff attendance to reduce absenteeism rates</p>
				2	<p>Establish and Improve Parent and Community Involvement and build and sustain stakeholder relationships, connectedness & satisfaction.</p>
				3	<p>Improve SEL (Social Emotional Learning) competencies for staff & students to build self-efficacy.</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?)
		<p>impact on student performances. Building resilience and perseverance creates a foundation for better academic performance, greater self-efficacy, and higher quality relationships. Systematically improving student behavior requires an understanding of the many factors that can affect behavior, from school climate, to student & staff mindsets.</p> <p>School Connectedness & Satisfaction M/E survey results reveal that students, staff and parents feel a sense of belongingness and overall school satisfaction which negatively impacts school performance, climate and culture.</p> <p>Attendance Students are taken off roll by parents to travel out of the country, parents schedule midday doctor's appointments, and students are responsible to prepare themselves for school, uniform issues prevent students from coming to school. During bad weather and flooding in the neighborhood, students stay home. Some students have to remain home to babysit younger or infant siblings while parents work. Due to COVID-19 TAS student chronic absenteeism percentage has increased and we are unable to get accurate end of</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?)						
		attendance data. There is a need to address attendance disparities with allowing parents to take students off roll due to traveling or vacation purposes. COVID-19 resulted in higher levels of chronic absenteeism, students not logging on the computer due to inconsistent internet connectivity. Prior to the pandemic our school's absenteeism rate was at a low 7.06 which widened to 22.95%.								
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SMART Goal 1

ELA: ELA: Using the district assessment tool, 50% of all students will reach 100% typical growth towards grade level ELA standards based on the i-Ready fall baseline diagnostic.

Priority Performance

Based on 2018-19 NJSLA ELA Results, school targets were not met in the following areas:
 Schoolwide, 30.20% met NJSLA proficiency missing the baseline target of 40.3%
 New target for 2021-2022: 48.2%
 Hispanic: 20.70% met NJSLA proficiency missing the baseline target of 31.5%
 New target for 20-21: 37.2%
 Asian, Native Hawaiian, or Pacific Islander: 61.60% met NJSLA proficiency missing the baseline target of 66.0%
 New target for 20-21: 67.6%
 Economically Disadvantaged Students: 30.30% met NJSLA proficiency missing the baseline target of 40.8%
 New target for 20-21: 45.4%
 English Learners: 21.50% met NJSLA proficiency meeting the baseline target of 21.4%
 New target for 20-21: 28.3%

According to iReady end of year data 2020-2021:
 28% of all students are 1 grade below grade level
 36% of students are 2 grade levels below grade level

Strategy 1: Provide Teachers with specific, targeted and embedded professional development with a focus on essential standards, unpacking of standards, creation of student learning targets and the use of proficiency scales to promote teaching to a level of mastery.

Strategy 2: Maintain Professional Learning Communities to focus on smart goals & analyze assessment data, unpacking essential standards, student learning targets, and proficiency scales

Strategy 3: Develop a standard set of best practices and guidelines to scaffold (up and down) instruction to elevate teacher capacity for instructional design in order to support all levels of learners.

Target Population: All Students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 90% of 1st-8th Grade students at the Texas Avenue School will take the iReady Reading Diagnostic Assessment as a baseline assessment.	iReady Completion Rate Reports, Fluency Growth Reports, NJ Start Strong Fall Data
Feb 15	By February 15, 2022, 50% of students at the Texas Avenue School will be at or above the 50% progress to annual typical growth mark in reading as measured by the iReady reading diagnostic.	iReady Diagnostic Reports, Fluency Growth Reports, NJ Start Strong Fall Data
Apr 15:	By April 15, 2022, 60% of students will be completing at least 1 iReady lesson per week for a total of at 25 lessons from October 1, 2021 to End of Cycle 3.	iReady Lesson Completion Rate Reports, Fluency Growth Reports, NJ Start Strong Fall Data
Jul 1	ELA: ELA: Using the district assessment tool, 50% of all students will reach 100% typical growth towards grade level ELA standards based on the i-Ready fall baseline diagnostic.	iReady Diagnostic Reports, Fluency Growth Reports, NJ Start Strong Fall Data

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Classroom and support teachers ensure that every student enrolled will take the Fall i-Ready Initial baseline assessment with 95% compliance. Teachers will conduct individual student conferences to discuss individual learning goals with students.	9/1/21	6/30/22	Teachers, Guidance Counselor, Coach
2	3	Students will complete at least two iReady Reading lessons per week as evidenced by weekly student data tracker.	9/1/21	6/30/22	Classroom Teachers, Coach, Guidance Counselor
3	1	Leadership Team members will present at PAC meetings once per cycle (4 times per year) to offer suggestions on supporting literacy at home.	9/1/21	6/30/22	Leadership Team Members, Principal, Counselor, Literacy Coach, Reading Specialist

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	2	Literacy Coach will meet with each grade level PLC to analyze data from baseline diagnostic assessment and i-Ready Growth Measurement Tool at the end of each cycle.	9/1/21	6/30/22	Literacy Coach and teachers
5	1	Literacy Coach will support teachers with cluster coaching and peer observation to implement PLC short term SMART goals as measured by ongoing formative assessments and offer PD on teaching for strategic action to support struggling learners within the classroom.	9/1/21	6/30/22	Literacy Coach, Teachers, Principal
6	1	Continue to offer teachers PD in unpacking essential standards, identifying learning targets and utilizing proficiency scales to involve students in meeting short term goals.	9/1/21	6/30/22	Principal, Vice Principal, Teachers, Coach
7	3	Identify "Hot List" students by grade level to provide targeted intervention to improve student achievement in ELA. Targeted interventions will be built into the individual schedules of teachers who are trained in LLI.	9/1/21	6/30/22	Principal, Vice Principal, Teachers, Coach, Trained Interventionists
8	2	Involve students in short research projects within a framework of the writing process to teach how to respond to reading through writing in various genres: narrative, informational and opinion utilizing Ready Writing in iReady Teacher Toolbox. (Writing About Reading)	9/1/21	6/30/22	Literacy Coach, Teachers, Principal
9	3	Classes will work towards reaching stretch goals. Classes that have 25% of students who meet 100% stretch goal by EOY will receive a pizza party. Grade levels that have 40% of students who meet 100% stretch goal by EOY will have a fun day. Pizza party, gift cards and other incentives.	9/1/21	6/30/22	Principal, Vice Principal, Teachers, Coach, Counselor
10	3	Saturday school STEM Enrichment to target students not meeting proficiency, approaching proficiency to monitor and remediate instruction and development.	10/1/21	6/1/22	Principal, Vice Principal, Teachers
11	3	After School Programs to target students not meeting proficiency, approaching proficiency to monitor and remediate instruction and development.	10/1/21	6/1/22	Principal, Vice Principal, Teachers
12	3	After School Leadership Cohort Team and Data Team focused on reviewing data to improve school culture and academic achievement.	10/1/21	6/1/22	Principal, Vice Principal, Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
13	3	All Hands on Deck Intervention period to target students not meeting proficiency, offer enrichment to students performing above level and reinforce skills for students meeting proficiency with a focus on fluency in reading and writing.	10/1/21	5/27/22	
14	3	Summer School to target students not meeting proficiency, approaching proficiency to monitor and remediate instruction and development.	7/1/21	7/30/21	
15	3	Pixton.edu Online ELA Comic Creator to assist with student unleashing student's artistic and writing potential	9/1/21	6/30/22	Danielle Newsome, Lateefah Scott, Jamie Trave, Christa Tracy

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
10	Saturday School	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,703	Federal Title I (School Allocation)
11	Teacher Stipends/Summer School	INSTRUCTION - Personnel Services - Salaries / 100-100	\$12,466	Federal Title I (School Allocation)
11	Teacher Stipends/After School ELA	INSTRUCTION - Personnel Services - Salaries / 100-100	\$26,834	Federal Title I (School Allocation)
15	Pixton.edu License	INSTRUCTION - Other Purchased Services / 100-500	\$2,500	Other Federal
13	All Hands on Deck	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
12	Leadership	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$21,500	Federal Title I (School Allocation)
4	Partial Sal/ELA Coach	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$11,007	Federal Title I (School Allocation)
11	Staff Training for extended day programs	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,750	Federal Title I (School Allocation)
11	Support Salaries/Extended Day Programs	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$11,492	Federal Title I (School Allocation)
11	Admin Salaries Extended Day Program	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,949	Federal Title I (School Allocation)
12	FICA-Leadership	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,645	Federal Title I (School Allocation)
10	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$130	Federal Title I (School Allocation)
11	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$4,398	Federal Title I (School Allocation)
4	TPAF/Health Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$6,801	Federal Title I (School Allocation)
9	iReady student incentives (Pizza party and other incentives.)	SUPPORT SERVICES - Other Purchased Services / 200-500	\$2,500	Other Federal

SMART Goal 2

Math: Using the district assessment tool, 50% of all students will reach 100% typical individual learning growth towards grade level math standards based on the I-Ready Fall student baseline score by June 30, 2022.

Priority Performance

Based on 2018-19 NJSLA Math Results, school targets were not met in the following areas:

1. School wide (371 Students) did Not meet target, needed 37.5% got 25.3%. New Target for 2021-2022 is 46%
2. The Hispanic population (271 Students) did NOT meet target, needed 30.2% got 14.4%. New Target for 2021-2022 is 40.2%.
3. Asian, Native Hawaiian, or Pacific Islander (86 students) met target of 59.3% Target was 59.8%. New Target for 2021-2022 is 63.8%.
4. Economically Disadvantaged Students (357 Students) did Not meet target, needed 37.9% got 25.5%. New Target for 2021-2022 is 46.3%
5. Students with Disabilities (65 Students) did Not meet target, needed 16.8% got ***%. New Target for 2021-2022 is 29.4%.
6. English Learners (211 Students) did Not meet target, needed 23.1% got 17.1%. New Target for 2021-2022 is 34.5%

According to iReady end of year data:

1. 35% of all students are 1 grade below grade level
2. 36% of students are 2 grade levels below grade level
3. Asian, Native Hawaiian, or Pacific Islander are 64% proficient.
4. Hispanic students are 17% proficient.
5. Economically Disadvantaged Students are 29% proficient.
6. English Learners are 16% proficient.
7. Students with Disabilities are 8% proficient.

Strategy 1: Provide Teachers with specific, targeted and embedded professional development with a focus on essential standards, unpacking of standards, creation of student learning targets and the use of proficiency scales to promote teaching to a level of mastery.

Strategy 2: Maintain Professional Learning Communities to focus on smart goals & analyze assessment data, unpacking essential standards, student learning targets, and proficiency scales

Strategy 3: Develop a standard set of best practices and guidelines to scaffold (up and down) instruction to elevate teacher capacity for instructional design in order to support all levels of learners.

Target Population: All Students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 90% of 1st-8th Grade students at the Texas Avenue School will take the iReady Reading Diagnostic Assessment as a baseline assessment.	iReady Completion Rate Reports, Fluency Growth Reports, NJ Start Strong Fall Data
Feb 15	By February 15, 2022, 50% of students at the Texas Avenue School will be at or above the 50% progress to annual typical growth mark in reading as measured by the iReady reading diagnostic.	iReady Diagnostic Reports, Fluency Growth Reports, NJ Start Strong Fall Data
Apr 15:	By April 15, 2022, 60% of students will be completing at least 1 iReady lesson per week for a total of at 25 least lessons from October 1, 2021 to End of Cycle 3.	iReady Completion Rate Reports, Fluency Growth Reports, NJ Start Strong Fall Data
Jul 1	Math: Using the district assessment tool, 50% of all students will reach 100% typical individual learning growth towards grade level math standards based on the I-Ready Fall student baseline score by June 30, 2022.	iReady Diagnostic Reports, Fluency Growth Reports, NJ Start Strong Fall Data

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
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Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide teachers with intentional and specific math school level embedded professional development on how to model and break down word problems for open ended Modeling and Reasoning using district coaches (K-8) and Professional Math Consultant M/E (Dr. Quinn)/Dr. Alan Training Sessions targeting math strategies, skills and student learning as well as data analysis	9/1/21	6/30/22	
2	3	Send home parent I-Ready information assessment letter in both English and Spanish for parents to support the school's effort to ensure all students take the fall i-Ready assessment with 95% completion	9/1/21	10/31/21	
3	2	Determine individual and tiered student baseline diagnostic results and create target chart for interim goals based on district assessment I-Ready Growth Measurement Tool and conduct individual student conferences to discuss learning goals. (This needs to be discussed in week 1 of PD to ensure teacher understanding of the importance of communicating progress strategies to students)	9/1/21	6/30/22	
4	3	Break down of Anatomy & Structure Daily Math Lessons based on a gradual release model as a best practice. With support of the Math Coach create a math instructional Framework for breaking down math minutes: Fact Fluency, POD, Guided Mini-lesson instruction, Cooperative Learning, Independent/Math Centers, Formative Assessment. Implement a peer coaching program.	9/1/21	6/30/22	
5	3	Implement a school wide fluency program during intervention period using small, differentiated group instruction and Gimkit,Xtra Math, Thatquiz, Reflex math, Sumdog to monitor progress and motivate students to succeed. School wide procedural fluency and automaticity to address the algorithm deficiency	9/1/21	6/30/22	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
6	1	Teachers will use Learning Progression charts and Achieve the Core coherence maps. Scaffold from where students are to where the grade level content is (PD to lay out a continuum of skills so teachers are comfortable - connect where students are to the grade level content). Group students according to similar prerequisite skills lacking and concentrate on common skills that students are not getting. Cluster interventions for students in same ability group (data dive to decide cluster of students)	9/1/21	6/30/22	
7	1	Teachers will be directed to complete Loti Module Training PD in LOTI Lounge with expectations on how to make connections between teaching practices and student learning in order to improve evaluation performance.	9/1/21	6/30/22	
8	3	Set and adhere to a set of benchmark and end of year testing schedule in order to use timely and effective use of data throughout the school year to drive instructional decisions	9/1/21	6/30/22	
9	3	Saturday school STEM Enrichment to target students not meeting proficiency, approaching proficiency to monitor and remediate instruction and development.	10/1/21	5/27/22	
10	3	After School Programs to target students not meeting proficiency, approaching proficiency to monitor and remediate instruction and development.	10/1/21	5/27/22	
11	3	After School Leadership Cohort Team and Data Team focused on reviewing data to improve school culture and academic achievement.	10/1/21	5/27/22	
12	3	All Hands on Deck Intervention period to target students not meeting proficiency, offer enrichment to students performing above level and reinforce skills for students meeting proficiency with a focus on procedural fluency and automaticity.	10/1/21	5/27/22	
13	3	Summer School to target students not meeting proficiency, approaching proficiency to monitor and remediate instruction and development.	7/1/21	7/30/21	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
14	1	Math Cluster Coaching PD for teachers from Leadership Team Members: Gimkit Fluency Program, Proficiency Scales and to provide training for teacher so that teachers can observe their peers and offer feedback to help teachers improve their lessons.	9/1/21	6/30/22	Lateefah Scott, Paul Fetter, Latisha Edwards, Julie Craig

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
9	Saturday STEM	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,703	Federal Title I (School Allocation)
13	Teacher Stipends/Summer School	INSTRUCTION - Personnel Services - Salaries / 100-100	\$12,465	Federal Title I (School Allocation)
10	Teacher Stipends/After School Math	INSTRUCTION - Personnel Services - Salaries / 100-100	\$26,834	Federal Title I (School Allocation)
4	Substitute teacher salaries	INSTRUCTION - Other Purchased Services / 100-500	\$6,000	State/Local
14	Gimkit Fluency License for entire School	INSTRUCTION - Other Purchased Services / 100-500	\$1,000	Other Federal
12	All Hands on Deck	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (School Allocation)
1	Leadership Team	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$21,500	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
10	Staff Training for extended day programs	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,750	Federal Title I (School Allocation)
10	Support Salaries/Extended Day Programs	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$11,492	Federal Title I (School Allocation)
10	Admin Salaries Extended Day Program	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,949	Federal Title I (School Allocation)
1	FICA-Leadership	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,645	Federal Title I (School Allocation)
9	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$130	Federal Title I (School Allocation)
11	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$4,398	Federal Title I (School Allocation)
1	M/E Teacher Math Professional Support Services K-8	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$45,600	Federal Title I (School Allocation)
3	iReady student incentives (Pizza party and other incentives.)	SUPPORT SERVICES - Other Purchased Services / 200-500	\$2,500	State/Local

SMART Goal 3

Climate & Culture: By Spring of 2022, all stakeholders at Texas Avenue School will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe SCHOOL CLIMATE as assessed by a variety of measurement tools: School Surveys, Staff & Student Monthly Attendance Reports, Spring M/E Survey Results.

Using the Measurement & Evaluation Survey Tools, we will Improve the percentage of stakeholder positive school satisfaction responses to TAS OVERALL school climate of 65.7% during the 2021 school year to 75% with an emphasis on the areas of Collaboration and Involvement by June 30, 2022.

7 Dimensions, there were 4 areas identified as targets to address:

2020 Order 62.2% to 2021 Order 69.1 (Improved)

2020 Collaboration 68.5% to 2021 Collaboration 63.5% (Decreased)

2020 Environment 64.7% to 2021 Environment 66.9% (Improved)

2020 Involvement 55.8% to 2021 Involvement 44.6% (Decreased)

2020 Overall Climate 71.2% to 2021 Overall Climate 65.7% (Decreased)

Staff-Student-School Connection will be strengthened by June 2022 as measured through increasing student and staff attendance by 15% or more which will decrease chronic absenteeism rates by using school attendance officers and staff morale team to monitor and maintain weekly/monthly student and staff attendance progress.

Priority Performance

Attendance: Prior to the pandemic our school's absenteeism rate was at a low 7.06 which widened to 22.95%. There was also a rise in staff absenteeism rates from the previous year.

Of the 7 dimensions of inventory, School Satisfaction/Connectedness M/E Survey results show the lowest effective responses.

Due to the pandemic virtual Zoom parent meetings replaced in-person meetings which resulted in less than 3% of the overall student enrollments from the 10% target from the previous year. Parents lack of technology skills prevented them from logging on and attending.

Strategy 1:

Improve student and staff attendance to reduce absenteeism rates

Strategy 2:

Establish and Improve Parent and Community Involvement and build and sustain stakeholder relationships, connectedness & satisfaction.

Strategy 3: Improve SEL (Social Emotional Learning) competencies for staff & students to build self-efficacy.

Target Population: All stakeholders (parents, students, staff & community partnerships)

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	TAS will establish and administer the School Created Climate & Culture Survey to obtain a baseline percentage for all Stakeholders (September 2021), Create and Establish Monthly Student and Staff Attendance fo maintain and monitor growth and improvement, Back to School Student Pep Rally and Back to School Night for parents/students, Utilize the CASEL Guide to School wide Social and Emotional Learning Program focusing on 4 areas: 1. Create a SEL Team to focus on 2 of the 5 competencies: Self-Awareness, Self-Management, Social-Awareness, Responsible Decision Making, Relationship Skills. Analyze and share M/E Climate/Culture results. Have one marking period student assembly. Conduct at least 2/10 staff workshops. Start the Character Counts/Caught being good school initiative and create a bulletin to display the recipients. Conduct at least one parent workshop. AHOD C&C Readiness Enrichment Choice Classes (Tues/Thurs).	Surveys, Sign in Sheets, Agenda, Calendars, progress monitoring chart, PD chart
Feb 15	By EOC2, We will improve stakeholder school connectedness and satisfaction by improving from the initial baseline to be administered in February 2022). Demonstrate attendance improvement as reflected second Quarter monitoring report. Conduct 2nd marking period student awards/attendance assembly, conduct at least 2 additional Parent Workshops, Conduct CASEL Activities for Schoolwide SEL support.	Surveys, Sign in Sheets, Agenda, Calendars, progress monitoring chart, PD chart

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By EOC2, We will improve stakeholder school connectedness and satisfaction by improving from the 2nd EOC survey results. Demonstrate a 10% or higher attendance improvement for staff and students as reflected on the monthly monitoring document. Conduct 3rd Marking Period Student Awards/Attendance Assembly. Identify and Implement Career Days utilizing community support.	Surveys, Sign in Sheets, Agenda, Calendars, progress monitoring chart, PD chart
Jul 1	<p>Climate & Culture: By Spring of 2022, all stakeholders at Texas Avenue School will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe SCHOOL CLIMATE as assessed by a variety of measurement tools: School Surveys, Staff & Student Monthly Attendance Reports, Spring M/E Survey Results.</p> <p>Using the Measurement & Evaluation Survey Tools, we will Improve the percentage of stakeholder positive school satisfaction responses to TAS OVERALL school climate of 65.7% during the 2021 school year to 75% with an emphasis on the areas of Collaboration and Involvement by June 30, 2022. 7 Dimensions, there were 4 areas identified as targets to address: 2020 Order 62.2% to 2021 Order 69.1 (Improved) 2020 Collaboration 68.5% to 2021 Collaboration 63.5% (Decreased) 2020 Environment 64.7% to 2021 Environment 66.9% (Improved) 2020 Involvement 55.8% to 2021 Involvement 44.6% (Decreased) 2020 Overall Climate 71.2% to 2021 Overall Climate 65.7% (Decreased)</p> <p>Staff-Student-School Connection will be strengthened by June 2022 as measured through increasing student and staff attendance by 15% or more which will decrease chronic absenteeism rates by using school attendance officers and staff morale team to monitor and maintain weekly/monthly student and staff attendance progress.</p>	Surveys, Sign in Sheets, Agenda, Calendars, progress monitoring chart, PD chart

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Create a TAS Stakeholder School Satisfaction and Connectedness Survey and analyze & share results. Administer the survey in September 2021 and March 2022 and compare school survey results to the School M/E survey.	9/20/21	3/21/22	Lateefah Scott
2	2	Create a school PD grid and Utilize one of 2 staff meetings per month to present a workshop and provide training for the following: 10 workshops 2 workshops for ACES 4 workshops for SEL 2 workshops for Empathy & Student Trauma 2 TBD	9/13/21	6/6/22	Lateefah Scott & Alyssa Acree
3	3	Utilize the CASEL Guide to Schoolwide Social and Emotional Learning Program focusing on 4 areas: 1. Create a SEL Team 2. Focus Area 1 3. Interactive Implementation Rubric- https://schoolguide.casel.org/ focusing on 2 of the 5 competencies: Self-Awareness, Self-Management, Social-Awareness, Responsible Decision Making, Relationship Skills.	10/5/21	6/14/22	Danielle Newsome, Alyssa Acree & Lateefah Scott
4	3	Conduct Monthly School Character Trait Motivational Themes: Caught being a Good Student, Caught Being a Good Teacher, Caught being a Good Parent. Stakeholders will receive a ticket with the specific trait demonstrated and be highlighted with a Texas Star on our foyer board each month.	10/5/21	6/7/22	Danielle Newsome & Alyssa Acree
5	2	Goal 3 Climate & Culture PLC Team: Create a Climate and Culture progress monitoring chart to maintain and monitor growth and improvement	7/1/21	6/30/22	Dr. Hyman
6	3	Motivational Speaker	10/19/21	4/26/22	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
7	1	Student rewards to address and improve state essential standards in ELA, Math; Climate and Culture: Pizza Parties, Ice Cream Parties, Trips, Fun Day, School Pride T-Shirts with school name/logo for all students, Treasure box items.	9/2/21	6/30/22	Acree, Scott, Newsome, Stangle
8	3	AHOD Enrichment College and Career Readiness Choice Elective Course for students- (Planning, Surveys, Materials)	9/15/21	6/22/22	Leadership Team
9	3	Staff Morale Committee to help boost Climate & Culture by creating staff events, incentives, staff of the month, etc. and Create a TAS Linktree	9/1/21	6/30/22	Kathryn Howard, Paul Fetter, Latisha Edwards, Kailey Stangle Chairpersons
10	1	Create a Climate and Culture progress monitoring chart to maintain and monitor growth and improvement: Fall September 2021	9/1/21	6/30/22	Lateefah Scott, Jose Jacobo, Alyssa Acree
11	2	Creating a parent workshop survey. Use the results to create a parent workshop series to be provided during the school year: Monthly Parent PAC Workshops, Request a minimum of 2 classroom parents per classroom (Classroom parent representatives), Write a letter to community stakeholders requesting a school community partnership and get them board approved, Bring my dad and mom to school events, 2021-22 PAC meeting calendar, school events, quarterly Achievement & Attendance Assemblies, positive reinforcement to build collaborative involvement	9/1/21	6/30/22	Leadership Team
12	2	Campaign for Stakeholder Buy In: School Mission, Vision and Collective Commitments: School Posters, Classroom Posters, Hallway Bulletin Board, School website, All Letterheads, Postcards, Morning Announcements.	8/1/21	6/30/22	Leadership Team
13	1	Student Motivational Pep Rallies: Back to School Event, District & State Assessments, Quarterly Awards/Attendance Assemblies, Career Days, Read Across America, etc.	8/16/21	6/30/22	Leadership Team

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	Motivational Speaker	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$6,000	Other Federal
8	AHOD Materials	INSTRUCTION - Supplies & Materials / 100-600	\$3,500	Federal Title I (School Allocation)
7	Student Rewards	INSTRUCTION - Supplies & Materials / 100-600	\$3,000	Federal Title I (School Allocation)
7	School Shirts for students: Building Pride Day and Field Trips	INSTRUCTION - Other Objects / 100-800	\$6,000	Other Federal
11	Parent Rewards and Incentives: PAC Meetings, Calendars, Resources, Alarm Clocks, etc.	INSTRUCTION - Other Objects / 100-800	\$3,000	Other Federal
5	Climate and Culture PLC Team	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$42,000	Other Federal
7	Fun Day	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,500	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		

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
STEM Instructional Equipment	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 for 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-VPA and SEL extended day programs	10/4/21	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	INSTRUCTION - Personnel Services - Salaries / 100-100	\$13,946.00	Federal Title I (School)
1:1 Tutoring-Vendors	1/3/22	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$66,000.00	Federal Title I (School)
License Renewals for Adaptive Software	7/1/21	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	INSTRUCTION - Other Purchased Services / 100-500	\$40,472.00	Federal Title I (School)

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Instructional supplies including technology to support extended day programs and to enhance the existing curriculum	7/1/21	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	INSTRUCTION - Supplies & Materials / 100-600	\$61,293.00	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 and Special Projects	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$24,840.00	Federal Title I (School
Support Sal-VPA and SEL extended day programs	10/4/21	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$7,965.00	Federal Title I (School
Staff training stipends/PLC salaries	9/6/21	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$28,502.00	Federal Title I (School
FICA	9/1/21	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$5,756.00	Federal Title I (School

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Professional Development for Adaptive Software	7/1/21	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$7,208.00	Federal Title I (School
Ed connect renewal licenses, workshop registration fees, professional development course fees, transportation and refreshments for various activities	7/1/21	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	SUPPORT SERVICES - Other Purchased Services / 200-500	\$18,477.00	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	\$82,005	\$0	\$0	\$0	\$0	\$0	\$82,005
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$6,000	\$0	\$0	\$6,000
INSTRUCTION	Other Purchased Services	100-500	\$6,000	\$0	\$0	\$0	\$0	\$3,500	\$0	\$0	\$9,500
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$16,500	\$0	\$0	\$0	\$0	\$0	\$16,500
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$9,000	\$0	\$0	\$9,000
INSTRUCTION	Sub-total		\$6,000	\$0	\$98,505	\$0	\$0	\$18,500	\$0	\$0	\$123,005
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$90,389	\$0	\$0	\$42,000	\$0	\$0	\$132,389
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$19,147	\$0	\$0	\$0	\$0	\$0	\$19,147
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$45,600	\$0	\$0	\$0	\$0	\$0	\$45,600
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	\$2,500	\$0	\$1,500	\$0	\$0	\$2,500	\$0	\$0	\$6,500
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		\$2,500	\$0	\$156,636	\$0	\$0	\$44,500	\$0	\$0	\$203,636
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			\$8,500	\$0	\$255,141	\$0	\$0	\$63,000	\$0	\$0	\$326,641

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	\$255,141	\$0	\$255,141
Other Title 1 Expenditures	\$0	\$312,459	\$0	\$312,459
Total	\$0	\$567,600	\$0	\$567,600

School Level Certification Page

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

Title: School Principal

Date: 07/26/2021

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: 07/23/2021

ASP District CSA Certification and Approval Page

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

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: