Uptown School Complex

District: ATLANTIC CITY		School Identification:	Comprehensive Support
County: ATLANTIC		Targeted Subgroup	
Team: South		CDS:	010110080

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	Ananada Davis	Yes	Yes	Yes		
Vice Principal	Moria Barnes	Yes	Yes	Yes		
Middle School Social Studies	Peter Marczyk	Yes	Yes	Yes		
Special Education Teacher	Charlotte Phillip-Clarke	Yes	Yes	Yes		
Technology Coordinator	Joseph Bochniak	Yes	Yes	Yes		
Special Education Teacher	Georgia Charles	Yes	Yes	Yes		
ESL Teacher	Michele Zameito	Yes	Yes	Yes		
Literacy Coach	Jo-Elle Burbach	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Math Coach	Joseph Costello	Yes	Yes	Yes		
School Library and Media Coordinator	Matthew Freund	Yes	Yes	Yes		
Counselor	Stephen Hilton	Yes	Yes	Yes		
General Education Teacher	John Demones	Yes	Yes	Yes		
Middle School Science and Social	Nicole Casamento	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/24/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
09/08/2021	Progress Monitoring	Yes	Yes
11/01/2021	Progress Monitoring	Yes	Yes
04/28/2021	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/04/2021	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	Yes	Yes
11/08/2021	Progress Monitoring	Yes	Yes
11/22/2021	Progress Monitoring	Yes	Yes
05/19/2021	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	Yes	Yes
11/22/2021	Progress Monitoring	Yes	Yes
06/02/2021	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	Yes	Yes
06/09/2021	Prior Year Evaluation,Smart Goal Development	Yes	Yes
11/22/2021	Progress Monitoring	Yes	Yes
09/08/2021	Prior Year Evaluation	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)
BSI	Math	Third Grade	Yes	No	No	No intervention specific data collected due to Covid and staffing shifts to meet student needs.
Reading Recovery	First Grade (First Round: Fountas and Pinnell Level C) (Second Round: Fountas and Pinnell Level F)	First Grade	Yes	No	No	No intervention specific data collected due to Covid and staffing shifts to meet student needs.

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)
Leveled Literacy Intervention	Second Grade (First Round: Fountas and Pinnell Level I) (Second Round: Fountas and Pinnell Level K) Third Grade (First Round: Fountas and Pinnell Level) (Second Round: Fountas and Pinnell Level)	Second and Third Grade	Yes	No	No	No intervention specific data collected due to Covid and staffing shifts to meet student needs.

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)
READ 180	ELA	Sixth through Eighth Grade	Yes	No	No	No intervention specific data collected due to Covid and staffing shifts to meet student needs.

STUDENT ACHIEVEMENT						

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.	(see table below)						2017-18 ELA Participation Rate 99.4% Proficiency Rate 12.8% Annual Target 25.4% 2018-19 ELA Participation Rate 99.0% Proficiency Rate 14.2% Annual Target 28.4% 2017-18 Math Participation Rate 99.7% Proficiency Rate * Data is not displayed Annual Target 17.8% 2018-19 Math Participation Rate 99.4% Proficiency Rate * Data is not displayed Annual Target 21.3%	Data missing due to Covid-19 School-wide proficiency targets were not met in both ELA and Math for 17-18 and 18-19 SY. Although proficiency targets were not met, Gr. 7 and Gr. 8 PARCC performance was higher than the other tested grades in ELA. School-wide student growth by PARCC performance level indicated low growth in all levels for ELA and Math. School-wide student growth by grade level (median growth percentile) in ELA indicated low growth in grades 4-6 with typical growth in grades 7 & 8. School-wide student growth by grade level

Student Group	ELA	Math	Alg1	Alg2	Geo
Schoolwide	14.2%	*			
White	*	*			
Hispanic	13.7%	*			
Black or African American	14.4%	*			
Asian, Native Hawaiian, or Pacific Islander	*	*			
American Indian or Alaska Native					
Two or More Races	*	*			
Female	*	*			
Male	*	*			
Economically Disadvantaged Students	13.9%	*			
Non-Economically Disadvantaged Students	17.4%	*			
Students with Disabilities	*	*			
Students without Disabilities	*	*			
English Learners	10.3%	*			
Non-English Learners	14.8%	*			
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		(median growth percentile) in Math indicated low growth in grades 5 & 7 with typical growth in grades 4 & 6.

The PARCC comparison 2016-2018 ELA and Math school-wide trend indicated that students who are meeting expectations in Level 4 and Level 5 decreased, and students Level 1 and 2 have increased. |
| | | Military-Connected Students | | | | | | | |
| | | Migrant Students | | | | | | | |

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				18-19 NJSLA Science Assessment: Grade 5 Level 1: 88% Level 2: 11% Level 3: 2% Level 4: 0% 18-19 NJSLA Science Assessment: Grade 8 Level 1: 77% Level 2: 20% Level 3: 2% Level 4: 0%	Data Missing Due to Covid-19 School-wide ELA academic growth targets were not met School-wide, Hispanic, Economically Disadvantaged, and Students with Disabilities. School-wide math academic growth targets were met School-wide, Hispanic, Black or African American, Economically Disadvantaged, and Students with Disabilities. School-wide student growth by grade level (median growth percentile) in ELA indicated low growth in grades 4 & 5 with typical growth in grades 6 - 8. School-wide student growth by grade level (median growth percentile) in Math indicated low growth in grade 5 with
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	2%	2%			
		White	*	*			
		Hispanic	0%	0%			
		Black or African		4%			
		Asian, Native	*				
		American Indian or	*	*			
		Two or More Races					
		Female	4%	0%			
		Male	0%	4%			
		Economically					
		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		typical growth in grades 4, 6, and 7.
		Students without					
		English Learners					
		Non-English					
		Homeless Students		*			
		Students in Foster Care		*			
		Military-Connected	*	*			
		Migrant Students	*	*			

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	2017-18 ELA Median Student Growth Percentile 32.5 Met Standard (40-59.5)? Not Met	Data Missing due to Covid-19 2017-2018 School-wide ELA academic growth targets were not met School-wide, Hispanic, Economically Disadvantaged, and Students with Disabilities. School-wide math academic growth targets were met School-wide, Hispanic, Black or African American, Economically Disadvantaged, and Students with Disabilities.
		Schoolwide	42%	34%		
		White	*	*	2018-19 ELA Median Student Growth Percentile 42 Met Standard (40-59.5)? Met	
		Hispanic	36.5%	29%		
		Black or African American	43%	37.5%	2017-18 Math Median Student Growth Percentile 42 Met Standard (40-59.5)? Met	
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native			2018-19 Math Median Student Growth Percentile 34 Met Standard (40-59.5)? Not Met	
		Two or More Races	*	*		
		Female	48%	36%		School-wide student growth by grade level (median growth percentile) in ELA indicated low growth in grades 4 & 5 with typical growth in grades 6 - 8. School-wide student growth by grade level (median growth percentile) in Math indicated low
		Male	35%	33%		
		Economically Disadvantaged	41.5%	35%		
		Non-Economically Disadvantaged				
		Students with Disabilities	31%	28%		
		Students without Disabilities				

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
		Student Group	ELA	Math		growth in grade 5 with typical growth in grades 4, 6, and 7.
		English Learners	31%	34%		2018-2019 ELA The academic growth target was met schoolwide and in the following subgroups: Black, Female, Economically Disadvantaged.
		Non-English Learners				
		Homeless Students	*	*		
		Students in Foster Care	*	*		
		Military-Connected Students				Math The academic growth target was not met school-wide or for any of the subgroups.
		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					All participation requirements were met for our school goal during cycle 1 (80%), except for 1st-grade math. ELA 95% participation was only met by the 6th and 8th grades during the first cycle. Math 95% participation was only met by the 4th and 8th grades during the first cycle. It was also met by the 8th grade during the 2nd and 3rd cycle.	Participation was challenging this year because of remote instruction. We learned how to better use the Go Guardian monitoring system from September to January. By our last administration, some students were in the building, but many were still at home.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	91%	89%	89%	85%		
		1	80%	73%	73%	82%		
		2	91%	80%	80%	83%		
		3	91%	63%	63%	70%		
		4	93%	76%	76%	73%		
		5	92%	81%	81%	85%		
		6	95%	83%	83%	88%		
		7	83%	80%	80%	60%		
		8	98%	87%	87%	91%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	86%	87%	87%	79%		
		1	79%	80%	80%	78%		
		2	87%	90%	90%	83%		
		3	93%	73%	73%	71%		
		4	96%	84%	84%	77%		
		5	88%	83%	83%	83%		
		6	91%	81%	81%	86%		
		7	91%	86%	86%	82%		
		8	98%	96%	96%	91%		
		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%		

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2021-2022

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	ELA 2020-2021 Overall iReady Placement: Tier 1: 7% Tier 2: 43% Tier 3: 50%	Gr. 5: ELA Benchmark assessment showed slight improvement and is an area of concern. Non-Fiction/Informational Writing proficiency decreased throughout the year and is an area
		K	15%	31%	27%	24%		
		1	24%	12%	8%	5%	2019-2020 Overall iReady Placement: Tier 1: 7% Tier 2: 53% Tier 3: 40%	of concern. Schlagel proficiency increased slightly throughout the year. HFWW increased
		2	8%	4%	4%	8%		
		3	18%	13%	11%	6%		by mid-year and decreased significantly by the end of year and
		4	6%	6%	4%	4%	This year we saw no change in students on grade level. Tier 2 went down 10% and Tier 3 went up 10%.	is an area of concern. Benchmark proficiency increased slightly and is
		5	0%	0%	0%	4%		an area of concern.
		6	7%	7%	7%	5%	On our most recent NJSLA (18-19) we had 14.2% of students proficient. It is	Gr. 6: ELA Benchmark assessment showed a slight increase
		7	5%	7%	7%	8%	unclear if iReady and NJSLA scores will reflect each other since we started to	throughout the year. Non-Fiction Informational Writing
		8	2%	2%	2%	4%	administer iReady during the 19-20 school year.	proficiencies showed slight growth, and is an area
		9	0%	0%	0%	0%	Proficiency by Domain: Phonological Awareness:	of concern. Schlagel proficiency increased
		10	0%	0%	0%	0%	79% Phonics: 44%	dramatically from
		11	0%	0%	0%	0%	High-Frequency Words: 74% Vocabulary: 11% Comprehension Literature:	
		12	0%	0%	0%	0%	10% Comprehension	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			Informational Text: 10% As a school, we scored highest in the phonological awareness and high-frequency domains and we scored lowest in the vocabulary, comprehension literature, and comprehension informational text domains.	beginning to mid-year. Benchmark proficiency indicates that two thirds of the students are reading on or above grade level. Gr. 7: ELA Benchmark assessment proficiency indicated slight improvement mid-year with a decrease foe end-of-year. Non-Fiction Informational Writing proficiency indicates a slight increase mid-year to a decrease end-of-year, and is an area of concern. Schlagel proficiency indicated low growth from beginning to mid-year. Benchmark proficiency indicated moderate improvement. Gr. 8: ELA Benchmark assessment proficiency indicates significant growth throughout the year. Nonfiction Informational Writing assessment indicates

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				low mastery and is an area of concern. Fiction Writing indicates significant improvement throughout the year. Schlagel proficiency moderately increased from beginning to mid year.

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	Math 2020-2021 Overall iReady Placement: Tier 1: 4% Tier 2: 41% Tier 3: 55% 2019-2020 Overall iReady Placement: Tier 1: 4% Tier 2: 59% Tier 3: 37% This year we saw no change in students on grade level. Tier 2 went down 18% and tier 3 went up 18%. Our most recent NJSLA (18-19) was not displayed. It is unclear if iReady and NJSLA scores will reflect each other since we started to administer iReady during the 19-20 school year. Proficiency by Domain: Numbers and Operations: 6% Algebra and Algebraic Thinking: 6% Measurement and Data: 10% Geometry: 7% As a school, we scored	K: Math Fluency proficiency indicates high growth from beginning to end of year. Math Performance Assessment proficiency indicated marked growth from beginning to end of year. Gr. 1: Math Fluency proficiency indicated high growth from beginning to mid year with 2/3 being proficient. Benchmark 1 and 2 proficiency is showing strong, steady growth as they are cumulative. Benchmark 3 indicated strong proficiency. Gr. 2: Math Fluency proficiency indicated moderate growth from beginning to mid year, yet represents more than half of students are not proficient. Benchmark 2 proficiency indicates lower achievement and
		K	16%	29%	34%	28%		
		1	34%	10%	8%	3%		
		2	4%	4%	4%	0%		
		3	4%	0%	2%	0%		
		4	2%	2%	2%	2%		
		5	2%	2%	2%	2%		
		6	4%	5%	5%	5%		
		7	0%	2%	2%	5%		
		8	2%	4%	4%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
			highest in the measurement and data domain. We scored lowest in the numbers/operations and algebra/algebraic thinking domain.	is an area of concern, whereas BM 1 and 3 indicated a high percentage of mastery. Gr. 3: Math Fluency proficiency showed a moderate increase in growth from beginning to end of year and is an area of concern. Benchmark 3 showed the lowest percentage of proficiency. Gr. 4: Math Fluency proficiency indicated an increase in growth from beginning to end of year, yet still represents half of the students are not proficient. Benchmark proficiencies show steady, moderate growth. Gr. 5: Math Fluency proficiency indicated low growth from beginning to end of year and is an area of concern. Benchmarks 2-

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				4 indicates a lack of proficiency, and is an area of concern. Gr. 6: Math Fluency proficiency indicated steady moderate growth from beginning to end of year. Benchmark 1-4 proficiencies indicate low mastery and is an area of concern. Gr. 7: Math Fluency data indicates no levels of growth from beginning to end of year. Benchmark 4 proficiency indicates no mastery and low proficiency for Benchmarks 1-3 and is an area of concern. Gr. 8: Math Fluency proficiency indicates low growth and is an area of concern. Benchmark 1 indicates the lowest level of proficiency along with low proficiency levels

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				for Benchmarks 1-3 and is an area of concern.

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	42.9%	2017-18 ELA Participation Rate 99.4% Proficiency Rate 12.8% Annual Target 25.4% 2018-19 ELA Participation Rate 99.0% Proficiency Rate 14.2% Annual Target 28.4% 2017-18 Math Participation Rate 99.7% Proficiency Rate * Data is not displayed Annual Target 17.8% 2018-19 Math Participation Rate 99.4% Proficiency Rate * Data is not displayed Annual Target 21.3%	2016-2017 ACCESS for ELLs data indicates that a low percentage of ESL students exited the program with 3 out of 33 students garnering an exited score of 4.5. The lowest performing category tested in 2016-2017 ACCESS for ELLs was Writing. 2017-2018 ACCESS for ELLs data indicates that 1 student exited the program, along with a continuation of the lowest performing category in Writing two years in a row. 2017-2018 ACCESS results indicate a slightly lower level of performance in each category tested. 2018-2019 ACCESS for ELLs data indicates that 1 student exited the program, along with a continuation of the lowest performing

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				categories in Reading and Writing two years in a row.

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	487	Trend data is inconclusive due to Covid 19 and shifts between in person, hybrid and remote learning.	2017-2018 SY 583 total student enrollment 2018-2019 SY 548 total student enrollment Due to our transient district student population, our student enrollment fluctuates.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	83.08%	Trend data is inconclusive due to Covid 19 and shifts between in person, hybrid and remote learning.	The student body of Uptown consists of 98.18% economically disadvantaged students, and approximately 14.03% of the student population are Students with Disabilities and 8.01% are English Language Learners. Some students return to their home country. Due to family dynamics, many older siblings take responsibility for younger siblings. As a result, students may stay home to care for siblings so that the parent may work. Due to the local job market and single parent households, many students are forced to be self-reliant, lack parental supervision, and are required to prepare themselves for school on their own.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	46.38%	Trend data is inconclusive due to Covid 19 and shifts between in person, hybrid and remote learning.	he student body of Uptown consists of 98.18% economically disadvantaged students, and approximately 14.03% the student population are Students with Disabilities and 8.01% are English Language Learners. Some students return to their home country. Due to family dynamics, many older siblings take responsibility for younger siblings. As a result, students may stay home to care for siblings so that the parent may work. Due to the local job market and single parent households, many students are forced to be self-reliant, lack parental supervision, and are required to prepare themselves for school on their own. Due to lack of immunization, students are frequently absent from school.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	86.47%	Trend data is inconclusive due to Covid 19 and shifts between in person, hybrid and remote learning.	2017-2018 NJ School Performance Report Staff Attendance YTD totaled 96.1%, which excluded approved professional days, personal days, bereavement days, jury duty, and absences on long-term leave or disability. Our current staff attendance total does include those occurrences, and would reflect a higher percentage. Staff attendance rate is a concern at Uptown. One factor to consider is that staff is now able to log into a computer system to utilize a sick day, as opposed to calling an administrator, as had occurred in the recent past. Currently we have several teaching positions being filled by long-term substitutes provided by an outsourced agency. Agency is unable to meet the demands of our substitute needs on a daily basis. This causes

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				daily multiple unfilled positions. Absenteeism is addressed on a case-by case basis, and frequently involves FMLA. We anticipate a decline due to changes in district attendance policy. Currently there are five staff members who are on an attendance plan.

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	0.60%	Trend data is inconclusive due to Covid 19 and shifts between in person, hybrid and remote learning.	Data indicates that generally student suspension rate negatively affects our chronic absenteeism rate.
		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	0.40%		
		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			Student Satisfaction Survey results indicate that students feel safe, and that they are very satisfied with the academics that are provided. Staff Satisfaction Survey results indicate the top three scoring categories of what are deemed very important to staff include the safety and security of the students, student discipline, and curriculum and instruction. Student Behavioral Characteristics Survey results indicated that students' perception of their peers included high instances of lying, arguing, and fighting, along with poor self-control and a lack of self-regulation. No parent responses were noted for Parent Satisfaction Survey, and is a cause of concern that

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data	Observations / Trends
				must be addressed.

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Loti		LoTI Walkthroughs results are a depiction of multiple observations of staff members this year, in some cases representing one teacher multiple times. LoTi Walkthrough data indicates that most instructional rigor occurs primarily in Level 3 (Infusion), meeting the district goal of Level 3. At a Level 3 (Infusion), the instructional focus emphasizes student higher order thinking (e. g., Bloom Levels—analyzing, evaluating, creating; Webb's Levels—short-term strategic thinking) and teacher-directed problems. Though specific learning activities may lack authenticity, the instructional emphasis is, nonetheless, placed on higher levels of cognitive processing and in-depth treatment of the content
		Observation Waiver?	No		
		# Teachers to Evaluate	54		
		# Non-tenure teachers (years 1 & 2)	null		
		# Non-tenure teachers (years 3 & 4)	null		
		# Teachers on CAP	null		
		# Teachers receiving mSGP	0		
		Observations	Total		
		# Scheduled	62		
		# Completed	59		
		# Highly Effective	1		
		# Effective	58		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
		Observations	Total		using a variety of thinking skill strategies (e.g., problem-solving, decision-making). The concept attainment, inductive thinking, and scientific inquiry models of teaching are the norm and guide the types of products generated by students. Digital and/or environmental resources are used by students and/or the teacher to execute teacher-directed tasks that emphasize higher levels of student cognitive processing relating to the content standards.

0 staff member is currently on Corrective Action Plan. |
| | | # Partially Effective | 0 | | |
| | | # Ineffective | 0 | | |

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	1.1 B. Curriculum and Instruction 1.1B- School leaders and teachers implement systems of curriculum, instruction and assessment within and across grade levels to ensure alignment with the district curriculum and state standards. 1.2 A. School leaders and teachers employ systems of assessment that are aligned with the district curriculum and state standards and are consistent with technical standards of measurement. We have adopted a set of guiding questions and are beginning to collaboratively address the questions in our PLC teams. We have aligned all components of our units of study.	We have started to unpack the standards into clear student learning objectives (SLOs). We have shared some instructional strategies/models/activities and resources that we feel will help students master specific SLOS. We have identified the Career Ready Practices appropriate to each unit. We have developed clear, specific SLOs for our grade level/content based on these skills. We have developed a common language for the short-term cycle and will continue to work on unpacking essential standards in student accessible language.
	2	A	2-Emerging		
	3	A	3-Developing		
	4	A	2-Emerging		
	5	A	2-Emerging		
Assessment	1	A	2-Emerging	2.1 A. School leaders manage and allocate fiscal, physical and other resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community; and family and community engagement. B. School leaders coordinate with district leaders to ensure that budgeted spending from discretionary and required funds aligns with instructional priorities and other student needs, based on data.	We have begun to develop common summative assessments for specific units of study. We have begun to develop common pre-assessments for specific units of study. We use formative assessments to determine student progress in meeting SLOs. Teachers should increase the use of common formative assessments
	2	A	2-Emerging		
	3	A	2-Emerging		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A	3-Developing	3.2 A. School leaders use a coherent strategy of continuous improvement and goal-setting to achieve the vision, fulfill the mission and promote the core values of the school.	The school's mission and vision are clearly communicated yet the action steps towards meeting the goals set forth need to articulate meeting the needs of all learners both academically and behaviorally. Stakeholder engagement in the school is in need of additional support; although positive relationships with families have been established, most communication is primarily to inform parents about the school and its needs.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
Culture	1	A	3-Developing	4.1 A. School leaders know, comply with, and help the school community understand local, state and federal laws, rights, policies and regulations so as to promote student success. B. School leaders develop and manage productive relationships with district leaders and staff and the school board. 4.3 A. School leaders and staff use data to monitor student attendance and academic progress and, where applicable, to track graduation cohorts in order to identify and provide needed intervention.	The staff attempts to promote a positive school climate and culture with regards to fostering high expectations for academic achievement, yet the social and emotional needs of only some students are met. An increase in school-community involvement is also needed. Technology is incorporated into instructional practices, but may not always be strategic throughout the building.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	2-Emerging		
	5	A	3-Developing		
	6	A	2-Emerging		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	2-Emerging		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A	3-Developing	5.1 A. School leaders recruit, support, develop, retain and recognize qualified and effective teachers and other professional staff. B. School leaders plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of newly hired, initially licensed and lateral entry staff. 5.2 A. School leaders design and implement job-embedded and other opportunities for professional learning that address identified school and staff needs. B. School leaders provide opportunities for collaborative examination of instructional practice, collegial feedback and collective learning. C. School leaders deliver actionable feedback about instruction and other professional practice through standards- and research-anchored systems of supervision and evaluation to support the development of teachers and staff members knowledge, skills and practice. D. School leaders provide opportunities to share leadership responsibilities with teachers and other members of the school community.	Provide ongoing PD and supports to assist teaching staff with remote and in class instruction.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)		Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Effective Instruction	Based on ELA grades 3 -8 PARCC/NJSLA data and district K-8 benchmark data, students school-wide experience difficulty with reading comprehension of informational text with regards to key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and level of text complexity.	Inconsistent implementation of effective literacy practices due to a lack of consistent coaching for the past three years. The lack of foundational literacy skills possessed by students in primary and intermediate grades that hinder comprehension of grade level text. Inconsistent levels of grade-appropriate rigor in both instructional delivery and student learning outcomes. Inconsistent progress monitoring of struggling students (Tier 2 and Tier 3). Student tardiness/absences. Lack of additional time in schedule to provide additional intervention to struggling students. Intervention students had inconsistent delivery of services. The social/emotional needs of the students interferes with daily instruction and effective use of instructional time. High rate of staff absenteeism noted in the Observations/Trends impacts the quality of instruction, classroom management, and peer collaboration.	All	1	Using close reading across the content area, teachers will provide students with opportunities to interact with text at a deeper level. In order to do so teachers will use strategies such as chunking the text, numbering the paragraphs, underlining and circling text-with a purpose and writing in the margins to address tasks and questions related to the text/genre. Teachers will utilize multiple forms of data inclusive of teacher feedback to identify students who are performing below grade level in literacy and establish a plan for them.
				2	Teachers will incorporate grade-level appropriate ratio of informational text across content focusing on the strategies of questioning, prediction, main idea, critiquing, summarizing, and synthesizing, which will contribute to overall reading comprehension. Achieve The Core indicates that K-5 has a ratio of 50/50 literary/informational content.

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?)	
				3	Teachers will participate in professional development to learn and implement classroom management strategies that address the unique social/emotional needs of the student population. Incorporate school-wide practices to promote equitable access and positive behavioral support.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)		Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Effective Instruction	Based on Math grades 3-8 PARCC/NJSLA data and district K-8 benchmark data and formative assessments, students school-wide are lacking in foundational math skills which hinders students' ability to perform higher-level mathematical computations.	Teachers have difficulty challenging students to productively persevere during lessons. Teachers have difficulty planning and pacing daily learning targets during major units of study. Teachers do not balance conceptual understanding, fluency, and application skills to maximize student learning. The lack of foundational math skills possessed by students in primary and intermediate grades hinders comprehension of grade level text. Teachers have difficulty engaging learners across individual, small group, and whole group settings. Teachers struggle with using short- and medium-term formative data to differentiate instruction. Inconsistent progress monitoring of struggling students; especially Tier 3 students, student tardiness/absences. The social/emotional needs of the students interferes with daily instruction and effective use of instructional time. The social/emotional needs of the students interferes with daily instruction and effective use of instructional time. High rate of staff absenteeism noted in the Observations/Trends impacts the quality of instruction, classroom management, and peer collaboration.	All	1	Use student performance data during common planning time meetings to inform teachers' selection of instructional and response (tiering) strategies. Monitor teachers and provide differentiated coaching and professional development activities to support teacher in the use of a variety of instructional and response strategies to actively engage students in their learning.
				2	Ensure the unit/lesson pacing reflects the district curriculum and maximizes student learning.
				3	Teachers will participate in professional development to learn and implement classroom management strategies that address the unique social/emotional needs of the student population. Incorporate school-wide practices to promote equitable access and positive behavioral support.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate and Culture, including Social and Emotional Learning	Lack of school-based parent participation data indicate that school-wide efforts require emphasis to improve two-way communications with parents and to partner with families around student learning.	Our school is working towards parental engagement through increased phone contacts. However, data points (school climate, classroom surveys, student performance, etc.) should be used to measure family engagement effort. The foundation for effective two-way communication should been developed in order to engage the family around student learning. Families should be provided opportunities to respond to teacher communication. Procedures should be in place to measure achievement of the goal and indicators of success.	All	1	Demonstrate a commitment to increasing parental involvement.
				2	Increase communication with parents.
				3	Increase parent collaboration in order to establish a productive school/home partnership

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)		Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Effective Instruction	Based on ELA PARCC/NJSLA data, ACCESS for ELLs data, and district benchmark data, ELL students school-wide experience difficulty reading comprehension of informational text with regards to key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and level of text complexity.	Students acquire the English language at different rates, which is dependent upon the level of English immersion, such as whether or not English is spoken at home, daily interactions with English-speakers, etc. Students might not be proficient in their respective grade level in their native language due to their previous educational experiences, which transfers into their inability to become proficient as an English Language Learner. Some ELL students currently qualify for the Bilingual program, but do not attend due to lack of transportation since the program is offered in another school within the district. 15% of our ELL population are also Special Education students. Students lack decoding skills which impedes comprehension and literary analysis of text. ESL teachers service children for 30-45 minutes per day typically in guided reading. Lack of additional time in schedule to provide additional intervention to ELL students. Currently we have several teaching positions being filled by long-term substitutes provided by an outsourced agency. Agency is unable to meet the demands of our substitute needs on a daily basis. This caused daily multiple unfilled positions and inconsistencies of instruction within classrooms that had ELL students.	All	1	Using close reading across the content area, ESL teachers will provide ELL students with opportunities to interact with text at a deeper level at their instructional reading level. In order to do so teachers will use strategies such as chunking the text, numbering the paragraphs, underlining and circling text-with a purpose and writing in the margins to address tasks and questions related to the text/genre. Teachers will utilize multiple forms of data inclusive of teacher feedback to identify monitor student performance in literacy and adjust their instruction by establishing a plan for them.

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	ESL teachers, in collaboration with the classroom teachers, will incorporate grade-level appropriate ratio of informational text across content focusing on the strategies of questioning, prediction, main idea, critiquing, summarizing, and synthesizing, which will contribute to overall reading comprehension. Achieve The Core indicates that K-5 has a ratio of 50/50 literary/informational content.
				3	Teachers will participate in professional development to learn and implement classroom management strategies that address the unique social/emotional needs of the student population. Incorporate school-wide practices to promote equitable access and positive behavioral support.

SMART Goal 1

By June of 2022, 30% of the students,excluding ELL, in grades 1 through 8 will reach typical growth in ELA as measured by IReady.

Priority Performance   Based on ELA grades 3 -8 PARCC/NJSLA data and district K-8 benchmark data, students school-wide experience difficulty with reading comprehension of informational text with regards to key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and level of text complexity.

Strategy 1:   Using close reading across the
content area, teachers will provide students with opportunities to interact with text at a deeper level. In order to do so teachers will use
strategies such as chunking the text, numbering the paragraphs, underlining and circling text-with a purpose and writing in the margins to address tasks and questions related to the text/genre. Teachers will utilize multiple forms of data inclusive of teacher feedback to identify students who are performing below grade level in literacy and establish a plan for them.

Strategy 2:   Teachers will incorporate grade-level appropriate ratio of informational text across content focusing on the strategies of questioning, prediction, main idea, critiquing, summarizing, and synthesizing, which will contribute to overall reading comprehension. Achieve The Core indicates that K-5 has a ratio of 50/50 literary/informational content.

Strategy 3:   Teachers will participate in
professional development to learn and implement classroom management strategies that address the unique social/emotional needs of the student population.
Incorporate school-wide practices to promote equitable access and positive behavioral support.

Target Population: All

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 Uptown School Complex will take the iReady Reading Diagnostic Assessment.	Baseline common formative assessment administration and data analysis
Feb 15	By February 15, 2022, 30% of students at the Uptown School Complex will be at or above the 40% progress to annual typical growth mark in reading as measured by the iReady reading diagnostic.	District Common Formative Assessment
Apr 15:	By April 15, 2022, 30% of students at the Uptown School Complex will be at or above the 80% progress to annual typical growth mark in reading as measured by the iReady reading diagnostic.	District Common Formative Assessment
Jul 1	By June of 2022, 30% of the students,excluding ELL, in grades 1 through 8 will reach typical growth in ELA as measured by IReady.	District Common Formative Assessment

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Facilitate professional development to deepen teacher's understanding of the district's standards-aligned writing rubric and calibrate scoring using the district writing rubric across grade levels and departments.	9/7/21	6/22/22	Principal, Assistant Principal, Literacy Coach
2	3	Use portfolio and formative assessments throughout the unit to monitor progress and to adapt instruction to meet individual student growth goals in written expression components of the district's standards- aligned writing rubric.	9/7/21	6/22/22	Principal, Assistant Principal, Literacy Coach
3	1	Analyze baseline data to identify non-proficient student and proficient students, and to identify strengths, and trends to inform grade level goals.	9/7/21	6/22/22	Literacy Coach and Teachers Literacy Coach and Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	2	Conduct targeted walkthrough rounds and formal observations; analyze walkthrough, observation, and formative unit assessment data and provide support to teachers in need of differentiated professional development, mentoring, or coaching.	9/7/21	6/22/22	Literacy Coach and Teachers
5	1	Teachers will create action plans for students performing below grade level in ELA and will implement those plans	9/7/21	6/22/22	Principal, Assistant Principal, Literacy Coach, Teachers
6	3	Teachers will work in PLCs to identify strategies for students reading below grade level	9/7/21	6/22/22	Teachers, Coaches
7	3	Leadership Team will be created and meet weekly/bi-weekly/or monthly to review ASP data and progress" to all academic goals.	9/7/21	6/22/22	Leadership Team

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	Purchase mentor texts and high interest digital and print books to facilitate instruction per district curriculum	INSTRUCTION - Supplies & Materials / 100-600	$10,000	SIA Carryover
2	School Wide Leadership team to analyze data and engage in the school decision making process	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$50,000	SIA
2	Fica/Leadership Team	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$3,825	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Purchase Membership to online PD in order to professionally develop the leadership team	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$2,001	SIA
1	Implementation of School Wide Book study	SUPPORT SERVICES - Supplies & Materials / 200-600	$7,000	SIA Carryover

SMART Goal 2

By June of 2022, 30% of the students in grades 1 through 8 will reach typical growth in Mathematics as measured by IReady.

Priority Performance   Based on Math grades 3-8 PARCC/NJSLA data and district K-8 benchmark data and formative assessments, students school-wide are lacking in foundational math skills which hinders students' ability to perform higher-level mathematical computations.

Strategy 1:   Use student performance data during common planning time meetings to inform teachers' selection of instructional and response (tiering) strategies. Monitor teachers and provide differentiated coaching and professional development activities to support teacher in the use of a variety of instructional and response strategies to actively engage students in their learning.

Strategy 2:   Ensure the unit/lesson pacing reflects the district curriculum and maximizes student learning.

Strategy 3:   Teachers will participate in
professional development to learn and implement classroom management strategies that address the unique social/emotional needs of the student population.
Incorporate school-wide practices to promote equitable access and positive behavioral support.

Target Population: All

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 Uptown School Complex will take the iReady Math Diagnostic Assessment.	Baseline common formative assessment administration and data analysis

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, 2022, 30% of students at the Uptown School Complex will be at or above the 40% progress to annual typical growth mark in math as measured by the iReady math diagnostic.	District Common Formative Assessment
Apr 15:	By April 15, 2022, 30% of students at the Uptown School Complex will be at or above the 80% progress to annual typical growth mark in math as measured by the iReady math diagnostic.	District Common Formative Assessment
Jul 1	By June of 2022, 30% of the students in grades 1 through 8 will reach typical growth in Mathematics as measured by IReady.	District Common Formative Assessment

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Administrators will provide sustained support sessions on crafting and posing purposeful questions, scaffolding questions, using student explanations strategically to address misconceptions and enhance instruction.	9/7/21	6/22/22	Principal, Assistant Principal
2	3	Administrators and Peer Trainers will conduct weekly instructional rounds to gather data and prioritize support in cognitive engagement, questioning discussion techniques in relation to delivery of planned instruction.	9/7/21	6/22/22	Principal, Assistant Principal
3	1	Teachers and content or curricular specialist will meet to establish a targeted rubric to assess student conceptual understanding, reasoning and explanations on problem solving tasks; and they will develop procedures for progress monitoring.	9/7/21	6/22/22	PLCs/Coaches
4	2	Content or curriculum specialists will provide teachers with content support to build conceptual understanding, reasoning, and explanations within each curricular unit.	9/7/21	6/22/22	Coahes/PLC

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	1	Teachers and content or curricular specialist will meet monthly to analyze student performance on tasks, determine student growth, and plan instructional supports to increase conceptual understanding, reasoning and explanations for groups or individual students. Results will be sent to administrators.	9/7/21	6/22/22	Coahces/PLCs
6	2	Coaches will work with teachers to ensure lesson alignment with district curriculum and pacing.	9/7/21	6/22/22	Coaches/PLCs

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Purchase math esport gaming software to reinforce math concepts and extend curriculum	INSTRUCTION - Other Purchased Services / 100-500	$30,000	SIA Carryover
3	Purchase math esport gaming equipment to reinforce math and stem concepts to extend curriculum	INSTRUCTION - Supplies & Materials / 100-600	$55,000	SIA Carryover
5	Partial Sal/Math Coach	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$53,421	SIA
5	TPAF/Math Coach	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$37,853	SIA
7	Purchase data analysis software to support the math goals and assist the leadership team with data review.	SUPPORT SERVICES - Other Purchased Services / 200-500	$1,500	SIA Carryover

SMART Goal 3

By June, 2022, Uptown School Complex will host five parent events/workshops to promote Social Emotional Learning.

Priority Performance   Lack of school-based parent participation data indicate that school-wide efforts require emphasis to improve two-way communications with parents and to partner with families around student learning.

Strategy 1:   Demonstrate a commitment to increasing parental involvement.

Strategy 2:   Increase communication with parents.

Strategy 3:   Increase parent collaboration in order to establish a productive school/home partnership

Target Population: All

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, Uptown School Complex will host one parent events/workshops to promote Social Emotional Learning.	Sign-in sheets and agendas
Feb 15	By February 15, 2022, Uptown School Complex will host two parent events/workshops to promote Social Emotional Learning.	Sign-in sheets and agendas
Apr 15:	By April 15, 2022, Uptown School Complex will host four parent events/workshops to promote Social Emotional Learning.	Sign-in sheets and agendas

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June, 2022, Uptown School Complex will host five parent events/workshops to promote Social Emotional Learning.	Sign-in sheets and agendas

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Survey parents, faculty, and students as to their level of satisfaction with the school - M&E (currently underway) - creates a baseline.	9/7/21	6/21/22	Leadership Team
2	1	Create a parent involvement committee to assess current programs in terms of frequency, focus, invitation or open to parents, time of day, and attendance statistics.	9/7/21	6/21/22	Leadership Team/Committee
3	1	Review the findings of the committee with the principals and compile a series of recommendations.	9/7/21	6/21/22	Leadership Team
4	1	Create a calendar of activities, offerings, and events.	9/7/21	6/21/22	Leadership Team
5	2	Assess current status of input vehicles available for parents, students and community.	9/7/21	6/21/22	Leadership Team
6	2	Solicit from parents, preferred methods of input. Solicitation should be electronic, paper and pencil, and verbal.	9/7/21	6/21/22	Data Team
7	2	Regularly invite parental feedback in the form of surveys and open ended suggestions, during parent conference times, concerts, Open House, etc.	9/7/21	6/21/22	Data Team

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
9	3	Host a variety of focus groups on a regular basis, at least twice annually that include all stakeholders.	9/7/21	6/21/22	Leadership Team
10	3	Host monthly PAC meetings, highlighting upcoming events and activities as well as discuss any issues or concerns.	9/7/21	6/21/22	Leadership Team/Committee
11	3	Engage parents in intervention period showcase and periodically invite parents to host choice periods	9/7/21	6/21/22	Classroom Teachers
12	3	Engage parents in events to support with at-home instructional support and social emotional learning	9/7/21	6/21/22	Leadership Team

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
12	Commission artist to create parent and student involved mural to facilitate school pride, and community centered school	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$11,398	SIA Carryover
10	Purchase spirit wear for student and parent engagement activities	INSTRUCTION - Supplies & Materials / 100-600	$46,383	SIA Carryover
12	Purchase Material for School Mural	INSTRUCTION - Supplies & Materials / 100-600	$5,000	SIA Carryover
10	Purchase student and parent apparel to incentivize attendance and build community and school pride	INSTRUCTION - Supplies & Materials / 100-600	$10,000	SIA Carryover

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
12	Commission outside speakers to come in to discuss SEL issues affecting our students and community.	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$3,220	SIA Carryover
3	Purchase refreshments and other items to host several parent engagement events and workshops	SUPPORT SERVICES - Other Purchased Services / 200-500	$4,500	SIA Carryover
11	Purchase instructional and choice materials for parent showcase	SUPPORT SERVICES - Supplies & Materials / 200-600	$8,799	SIA Carryover

SMART Goal 4

By June of 2022, 30% of the ELL students in grades 1 through 8 will reach typical growth in ELA as measured by IReady.

Priority Performance   Based on ELA PARCC/NJSLA data, ACCESS for ELLs data, and district benchmark data, ELL students school-wide experience difficulty reading comprehension of informational text with regards to key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and level of text complexity.

Strategy 1:   Using close reading across the content area, ESL teachers will provide ELL students with opportunities to interact with text at a deeper level at their instructional reading level. In order to do so teachers will use
strategies such as chunking the text, numbering the paragraphs, underlining and circling text-with a purpose and writing in the margins to address tasks and questions related to the text/genre. Teachers will utilize multiple forms of data inclusive of teacher feedback to identify monitor student performance in literacy and adjust their
instruction by establishing a plan for them.

Strategy 2:   ESL teachers, in collaboration
with the classroom teachers, will incorporate grade-level appropriate ratio of informational text across content focusing on the strategies of questioning, prediction, main idea, critiquing, summarizing, and synthesizing, which will contribute to overall reading comprehension. Achieve The Core indicates that K-5 has a ratio of 50/50 literary/informational content.

Strategy 3:   Teachers will participate in
professional development to learn and implement classroom management strategies that address the unique social/emotional needs of the student population.
Incorporate school-wide practices to promote equitable access and positive behavioral support.

Target Population: All

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 80% of the ELL student population will complete Cycle 1 baseline data.	Baseline common formative assessment administration and data analysis
Feb 15	By February 15, 2022, 30% of the ELL students in grades 1-8 will reach the February 15th typical growth goal as measured by IReady.	District Common Formative Assessment
Apr 15:	By April 15, 2022, 30% of the ELL students in grades 1-8 will reach the April 15th typical growth goal as measured by IReady.	District Common Formative Assessment
Jul 1	By June of 2022, 30% of the ELL students in grades 1 through 8 will reach typical growth in ELA as measured by IReady.	District Common Formative Assessment

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Teachers will work in PLCs to identify strategies for students reading below grade level	9/7/21	6/21/22	Teachers/Coaches
2	1	Analyze baseline data to identify non-proficient student and proficient students, and to identify strengths, and trends to inform grade level goals.	9/7/21	6/21/22	Teachers/Coaches/Data Team
3	2	analyze walkthrough, observation, and formative unit assessment data and provide support to teachers in need of differentiated professional development, mentoring, or coaching.	9/7/21	6/21/22	Administrators/Coaches

< 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
Teacher stipends for extended day programs	7/1/21	6/30/22	Principals, Director of Assessments and Special Projects, Title I Coordinator	INSTRUCTION - Personnel Services - Salaries / 100-100	$97,846.00	Federal Title I (School
1:1 Tutoring-Vendor	1/4/22	6/30/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$119,000.00	Federal Title I (School
Adaptive Software renewal licenses	7/1/21	5/31/22	Principals, Director of Assessments and Special Projects, Title I Coordinator	INSTRUCTION - Other Purchased Services / 100-500	$43,426.00	Federal Title I (School
Instructional supplies to support extended day programs and to enhance the existing curriculum	7/1/21	6/30/22	Principals, Director of Assessments and Special Projects, Title I Coordinator	INSTRUCTION - Supplies & Materials / 100-600	$210,956.00	Federal Title I (School
Support Salary for extended day programs	7/1/21	5/31/22	Principals, Director of Assessments and Special Projects, Title I Coordinator	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$28,517.00	Federal Title I (School

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Salary for Supplemental Reading Program - My'On	9/1/21	6/30/22	Principals, Director of Assessments and Special Projects, Title I Coordinator	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$15,180.00	Federal Title I (School
Administrative Salaries for various extended day activities	10/4/21	6/30/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$13,298.00	Federal Title I (School
Training stipends/PLC salaries	9/1/21	6/30/22	Principal, Title I Coordinator, Director of Assessments & Special Projects	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$34,252.00	Federal Title I (School
FICA	7/1/21	6/30/22	Principals, Director of Assessments and Special Projects, Title I Coordinator	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$14,465.00	Federal Title I (School
Professional Development for Adaptive Software	7/1/21	6/30/22	Principals, Director of Assessments and Special Projects, Title I Coordinator	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$7,640.00	Federal Title I (School

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Ed Connect Renewal License, refreshments, workshop registration, professional development courses, and transportation for various activities	7/1/21	6/30/22	Principals, Director of Assessments and Special Projects, Title I Coordinator	SUPPORT SERVICES - Other Purchased Services / 200-500	$8,430.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$0	$0	$0	$0	$0	$0	$11,398	$11,398
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$30,000	$30,000
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$0	$126,383	$126,383
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$0	$0	$0	$0	$0	$167,781	$167,781
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$103,421	$0	$103,421
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$0	$0	$0	$0	$41,678	$0	$41,678
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$0	$0	$2,001	$3,220	$5,221
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	$6,000	$6,000
SUPPORT SERVICES	Travel	200-580	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$0	$0	$0	$0	$0	$0	$15,799	$15,799
SUPPORT SERVICES	Other Objects	200-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Indirect Costs	200-860	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Sub-total		$0	$0	$0	$0	$0	$0	$147,100	$25,019	$172,119
FACILITIES	Buildings	400-720	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Instructional Equipment	400-731	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Noninstructional Equipment	400-732	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Schoolwide Blended	520-930	$0	$0	$0	$0	$0	$0	$0	$0	$0
SCHOOLWIDE	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			$0	$0	$0	$0	$0	$0	$147,100	$192,800	$339,900

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	$0	$0	$0	$0
Other Title 1 Expenditures	$0	$593,010	$0	$593,010
Total	$0	$593,010	$0	$593,010

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		Effective Instruction
x		For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).
x		The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.
x		This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.

Completed By: Dr. Ananda M. Davis

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:

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

Certified By: Michael Bird

Title: Director

Date: 10/13/2021

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: