State of New Jersey
DEPARTMENT OF EDUCATION    2021-2022

**Chelsea Heights School**

District:  ATLANTIC CITY

County:  ATLANTIC

Team:  South

School Identification:  Targeted Support

Targeted Subgroup  Black or African American

CDS:  010110050

# 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 | Kenneth Flood | Yes | Yes | Yes | | |
| District Coordinator | Mary Ann Mena | Yes | Yes | Yes | | |
| Literacy Coach | Mary Kent | Yes | Yes | Yes | | |
| Teacher | Gary Elwell | Yes | Yes | Yes | | |
| Teacher | Gerri Hevalow | Yes | Yes | Yes | | |
| Teacher | My Tran | Yes | Yes | Yes | | |
| Teacher | Susan Wright | Yes | Yes | Yes | | |
| Parent | Sharifa Derry | Yes | Yes | Yes | | |

## ASP Development Team Meetings

| Date | Topic | Agenda Uploaded | Minutes Uploaded |
|---|---|---|---|
| 04/12/2021 | Prior Year Evaluation | Yes | Yes |
| 04/14/2021 | Prior Year Evaluation | Yes | Yes |
| 04/19/2021 | Prior Year Evaluation | Yes | Yes |
| 04/23/2021 | Prior Year Evaluation | Yes | Yes |
| 04/26/2021 | Comprehensive Data Analysis and Needs Assessment | Yes | Yes |
| 05/03/2021 | Priority Performance Needs and Root Cause Analysis | Yes | Yes |
| 05/07/2021 | Priority Performance Needs and Root Cause Analysis | Yes | Yes |
| 05/14/2021 | Priority Performance Needs and Root Cause Analysis | Yes | Yes |
| 05/17/2021 | Smart Goal Development | Yes | Yes |
| 05/21/2021 | Smart Goal Development | Yes | Yes |
| 05/24/2021 | Smart Goal Development | Yes | Yes |
| 06/01/2021 | Smart Goal Development | Yes | Yes |
| 06/04/2021 | Smart Goal Development | Yes | Yes |

| Date | Topic | Agenda Uploaded | Minutes Uploaded |
|------|-------|-----------------|------------------|
| 06/11/2021 | Smart Goal Development | Yes | Yes |

## Evaluation of Prior Year Interventions and Data Analysis

# PRIOR YEAR INTERVENTIONS

| Analysis of Key Interventions | Content Area | Target Populations | Was this key intervention implemented as planned? | Do you plan to continue with this intervention? | Do you have evidence this intervention was effective? | Measurable Outcomes (state the data that supports the continuation of this intervention) |
|---|---|---|---|---|---|---|
| i-Ready | ELA and Math | Grades K-8 | Yes | Yes | Yes | The school-wide data revealed that the utilization of i-Ready as an intervention resource has been proven effective due to the reduction of Tier 3 students in Reading (from 33% to 22%) and of Tier 3 students in Math (from 29% to 15%). |
| Professional development for staff on chronic absenteeism information. Staff will follow district attendance policy. Homeroom teachers contact and discuss attendance at parent/teacher conferences. | Attendance | Grades PK-8 | Yes | Yes | Yes | The school-wide data consistently shows throughout the months of September until May that the school's attendance rate is above 97% and the chronic absenteeism rate is below the state average. |
| Reading Recovery/Leveled Literacy Intervention | ELA | Grades 1-2 | Yes | Yes | Yes | The data referencing the Intervention program indicates that growth was noted with 5 out of 8 students (63%) serviced this year increased at least 4 reading levels with a maximum of 6 reading levels. |

## 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.<br><a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports. | **Student Group** | **ELA** | **Math** | **Alg1** | **Alg2** | **Geo** | NJSLA ELA Data 17-18 School-wide 49.7% (Met) Hispanic 46.1% (Not Met) Black or African American 22.6% (Not Met) Asian 72.7% (Met) Economically Disadvantaged 48.7% (Not Met) Students With Disabilities 18.2% (Met) English Learners 50% (Met)<br><br>NJSLA Math Data 17-18 School-wide 28.6% (Not Met) Hispanic 19.6% (Not met) Black or African American 12.9% (Not Met) Asian 54.4% (Met) Economically Disadvantaged 26.7% (Not Met) Students with Disabilities 4.5% (Not Met) English Learners 28.6% (Met)<br><br>NJSLA ELA 3-Year Performance Trends Students Meeting/Exceeding Expectations<br><br>Grade 3 2016-2017: 34% | School-wide target was met this year for NJSLA-ELA , but was not met in NJSLA-Math.<br><br>Although the NJSLA-Math target had not been met this year, an increase of 3.9 % points was noted.<br><br>Subgroup data for NJSLA- ELA indicates an increase in Hispanic, Black or African American, Economically Disadvantaged, and Students with Disabilities. A slight decrease was noted in the Asian and English Language Learners subgroups.<br><br>Subgroup data for NJSLA- Math indicates an increase in Hispanic, Asian, Economically Disadvantaged, English Language Learners, and |
| | | Schoolwide | 58% | 32.5% | | | | | |
| | | White | 57.1% | 28.5% | | | | | |
| | | Hispanic | 57.3% | 28.2% | | | | | |
| | | Black or African American | 41.2% | * | | | | | |
| | | Asian, Native Hawaiian, or Pacific Islander | 67.2% | 50.8% | | | | | |
| | | American Indian or Alaska Native | * | * | | | | | |
| | | Two or More Races | * | * | | | | | |
| | | Female | 58% | 31% | | | | | |
| | | Male | 58% | 33.9% | | | | | |
| | | Economically Disadvantaged Students | 56.6% | 32.3% | | | | | |
| | | Non-Economically Disadvantaged Students | 69.6% | 34.8% | | | | | |
| | | Students with Disabilities | 29.2% | 17.5% | | | | | |
| | | Students without Disabilities | 60.2% | 33.7% | | | | | |
| | | English Learners | 49.3% | 29.6% | | | | | |
| | | Non-English Learners | 62.4% | 34% | | | | | |
| | | 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 | 2017-2018: 44%<br>2018-2019: 27%<br><br>Grade 4<br>2016-2017: 35%<br>2017-2018: 58%<br>2018-2019: 64%<br><br>Grade 5<br>2016-2017: 44%<br>2017-2018: 52%<br>2018-2019: 52%<br><br>Grade 6<br>2016-2017: 14%<br>2017-2018: 27%<br>2018-2019: 67%<br><br>Grade 7<br>2016-2017: 68%<br>2017-2018: 67%<br>2018-2019: 68%<br><br>Grade 8<br>2016-2017: 66%<br>2017-2018: 61%<br>2018-2019: 68%<br><br>NJSLA Math 3-Year Performance Trends Students Meeting/Exceeding Expectations<br><br>Grade 3<br>2016-2017: 46%<br>2017-2018: 29% | Students with Disabilities. A  decrease was noted in the Black or African American subgroup with suppressed data indicating less than 10% proficiency.<br><br>3 year performance trends of students meeting or exceeding expectations in NJSLA-ELA in grade 3 shows uneven growth with a slight increase to a decrease. Grade 4 data represents a steady increase in proficiency. Grade 5 indicates a moderate to stagnant growth. Grade 6 shows dramatic growth throughout. Grades 7 and 8 reveal strong and consistent proficiency.<br><br>3 year performance trends of students meeting or exceeding expectations in NJSLA-Math in grade 3 shows a steady decline and is an |
| | | Military-Connected Students | | | | | | | |
| | | Migrant Students | | | | | | | |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
| | | | 2018-2019: 19%<br><br>Grade 4<br>2016-2017: 21%<br>2017-2018: 36%<br>2018-2019: 44%<br><br>Grade 5<br>2016-2017: 30%<br>2017-2018: 35%<br>2018-2019: 29%<br><br>Grade 6<br>2016-2017: 36%<br>2017-2018: 15%<br>2018-2019: 39%<br><br>Grade 7<br>2016-2017: 27%<br>2017-2018: 29%<br>2018-2019: 30%<br><br>Grade 8<br>2016-2017: 31%<br>2017-2018: 31%<br>2018-2019: 32%<br><br>Current Grade Trend Performance<br>NJSLA ELA<br><br>Current Grade 5<br>2017-2018: 44%<br>2018-2019: 64%<br><br>Current Grade 6 | area of concern. Grade 4 data represents a steady increase in proficiency. Grade 5 indicates uneven proficiency. Grade 6 shows a decrease to an increase by year 3. Grades 7 and 8 reveals almost identical proficiency scores.<br><br>Current grade performance indicates scores of meeting or exceeding expectations of the same group of students throughout multiple years of NJSLA testing. For NJSLA- ELA, the current grade 5 showed a moderate increase. The current grade 6 steadily rose in proficiency from the years 2016-2017 to 2017-2018, and showed a slight decrease the following year. Current grade 7 displayed a strong increase in proficiency throughout, while the current grade |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
| | | | 2016-2017: 34%<br>2017-2018: 58%<br>2018-2019: 52%<br><br>Current Grade 7<br>2016-2017: 35%<br>2017-2018: 52%<br>2018-2019: 67%<br><br>Current Grade 8<br>2016-2017: 44%<br>2017-2018: 27%<br>2018-2019: 68%<br><br>Current Grade Trend Performance<br>NJSLA Math<br><br>Current Grade 5<br>2017-2018: 29%<br>2018-2019: 44%<br><br>Current Grade 6<br>2016-2017: 46%<br>2017-2018: 36%<br>2018-2019: 29%<br><br>Current Grade 7<br>2016-2017: 21%<br>2017-2018: 35%<br>2018-2019: 39%<br><br>Current Grade 8<br>2016-2017: 30%<br>2017-2018: 15%<br>2018-2019: 30% | 8 declined somewhat from 2016-2017 but rose dramatically the following year. For NJSLA- Math, the current grade 5 showed a moderate increase. The current grade 6 steadily declined in proficiency, and is a major concern. Current grade 7 displayed a steadily increased in proficiency throughout, while the current grade 8 declined somewhat from 2016-2017 but rose again the following year. |

| 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 |
|---|---|---|---|---|---|---|---|
| Science* | NJSLA Science Homepage, https:/measinc-nj-science.com/ | NJSLA-S | | | | NJSLA-S 2019 Grade 5 Proficiency Results<br>Level 4: 0%<br>Level 3: 6%<br>Level 2: 35%<br>Level 1: 58%<br>Hispanic Proficiency Results<br>Level 4: 0%<br>Level 3: 0%<br>Level 2: 31%<br>Level 1: 69%<br>Female Proficiency Results<br>Level 4: 0%<br>Level 3: 0%<br>Level 2: 31%<br>Level 1: 69%<br>Male Proficiency Results<br>Level 4: 0%<br>Level 3: 11%<br>Level 2: 39%<br>Level 1: 50%<br><br>NJSLA-S 2019 Grade 8 Results by Proficiency<br>Level 4: 0%<br>Level 3: 0%<br>Level 2: 50%<br>Level 1: 50%<br>Hispanic Proficiency Results<br>Level 4: 0%<br>Level 3: 0%<br>Level 2: 43%<br>Level 1: 57%<br>Female Proficiency Results<br>Level 4: 0%<br>Level 3: 0% | The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency.<br><br>Only 6% of our fifth grade male student population passed the NJSLA-S assessment last year with no passing proficiency in eighth grade, which is a major concern. |
| | | Student Group | Grade 5 | Grade 8 | Grade 11 | | |
| | | Schoolwide | 6% | 0% | | | |
| | | White | | | | | |
| | | Hispanic | 0% | 0% | | | |
| | | Black or African | | | | | |
| | | Asian, Native | | | | | |
| | | American Indian or | * | * | | | |
| | | Two or More Races | * | * | | | |
| | | Female | 0% | 0% | | | |
| | | Male | 11% | 0% | | | |
| | | 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 | Level 2: 31% Level 1: 69% Male Proficiency Results Level 4: 0% Level 3: 0% Level 2: 75% Level 1: 25% | |
| | | 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 | Schoolwide ELA - 65.5 % Target - 40% (Exceeded Meeting Standard) Math - 45% Target - 40% (Met) | School-wide ELA academic growth targets were exceedingly met in the categories of School-wide, Hispanic, and Economically Disadvantaged. |
| | | Schoolwide | 65.5% | 45% | | |
| | | White | * | * | Hispanic ELA 69% Target- 40% (Exceeded Meeting Standard) Math 54.5% Target- 40% (Met) | |
| | | Hispanic | 69% | 54.5% | | |
| | | Black or African American | 58% | 35.5% | | School-wide math academic growth targets were met in all but the category of Black or African American. |
| | | Asian, Native Hawaiian, or Pacific | 63% | 40% | Black or African - ELA 58% Target - 40% (Met) Math 35.5% Target - 40% (Not Met) | |
| | | American Indian or Alaska Native | * | * | | |
| | | Two or More Races | * | * | | School-wide student growth by grade level (median growth percentile) in ELA indicated Typical growth in grades 4, 5 and 8 with High growth in grades 6 - 7. |
| | | Female | 71% | 42.5% | Economically Disadvantaged ELA 63% Target - 40% (Exceeded Meeting Standard) Math 44% Target (Met) | |
| | | Male | 62.5% | 48% | | |
| | | Economically Disadvantaged | 63% | 44% | | |
| | | Non-Economically Disadvantaged | | | English Learners ELA -62% Target- 40% (Exceeded Meeting Standard) Math- 50% Target- 40% (Met) | School-wide student growth by grade level (median growth percentile) in Math indicated low growth in grade 5 with |
| | | Students with Disabilities | * | * | | |
| | | Students without Disabilities | | | Student Growth by Grade | |

| Data Source | Factors to Consider | Prepopulated Data | | | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|---|---|
| | | Student Group | ELA | Math | 2018-2019<br><br>ELA<br>Median Student Growth Percentile<br>Grade 4: 54% (Typical)<br>Grade 5: 50.5% (Typical)<br>Grade 6: 81% (High)<br>Grade 7: 83% (High)<br>Grade 8: 53.5% (Typical)<br><br>Math<br>Median Student Growth Percentile<br>Grade 4: 58% (Typical)<br>Grade 5: 25% (Low)<br>Grade 6: 64% (Typical)<br>Grade 7: 42% ( Typical)<br><br>3 Year Trend<br>Performance Measure<br>ELA<br>2016-2017 SGP: 41.5% (Met)<br>2017-2018 SGP: 52.5% (Met)<br>2018-2019 SGP: 65.5% (Exceeded)<br><br>Math<br>2016-2017 SGP: 45% (Met)<br>2017-2018 SGP: 53% (Met)<br>2018-2019 SGP: 45% (Exceeded) | typical growth in grades 4, 6, and 7.<br><br>3 Year trends in ELA and Math indicate a steady increase from meeting to exceeding expectations. |
| | | English Learners | 62% | 50.5% | | |
| | | Non-English Learners | | | | |
| | | Homeless Students | * | * | | |
| | | Students in Foster Care | | | | |
| | | Military-Connected Students | | | | |
| | | Migrant Students | | | | |

| Data Source | Factors to Consider | Prepopulated Data | | | | | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|---|---|---|---|
| Benchmark Assessment Participation* | Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade | ELA | | | | | K-8 Participation on i-Ready Diagnostic<br><br>Reading: 98%<br>Math: 96%<br><br>Average Participation on Each Diagnostic per Grade Level<br><br>K: 92%<br>1: 100%<br>2: 93%<br>3: 93%<br>4: 99%<br>5: 100%<br>6: 97%<br>7: 99%<br>8: 97% | All requirements for participation were met with the exception of Cycle 4 due to the district's decision to continue Cycle 3 administration of Diagnostic #3 and have the Diagnostic #4 be optional for students. In addition, at the time of submission of this portion of the Annual School Plan, the administration of the district benchmark Diagnostic #3 was in progress. The participation rates reflect the status of testing at that time. |
| | | Grade | Cycle 1 | Cyclle 2 | Cycle 3 | Cycle 4 | | |
| | | K | 81% | 100% | 94% | 100% | | |
| | | 1 | 100% | 100% | 100% | 100% | | |
| | | 2 | 90% | 94% | 94% | 98% | | |
| | | 3 | 100% | 89% | 89% | 96% | | |
| | | 4 | 97% | 100% | 100% | 100% | | |
| | | 5 | 100% | 100% | 100% | 100% | | |
| | | 6 | 97% | 95% | 95% | 98% | | |
| | | 7 | 100% | 98% | 98% | 96% | | |
| | | 8 | 95% | 100% | 95% | 98% | | |
| | | 9 | 0% | 0% | 0% | 0% | | |
| | | 10 | 0% | 0% | 0% | 0% | | |
| | | 11 | 0% | 0% | 0% | 0% | | |

| Data Source | Factors to Consider | Prepopulated Data | | | | | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|---|---|---|---|
| | | Grade | Cycle 1 | Cyclle 2 | Cycle 3 | Cycle 4 | | |
| | | 12 | 0% | 0% | 0% | 0% | | |
| | | Math | | | | | | |
| | | Grade | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | | |
| | | K | 62% | 100% | 75% | 100% | | |
| | | 1 | 100% | 100% | 97% | 98% | | |
| | | 2 | 93% | 94% | 94% | 100% | | |
| | | 3 | 100% | 97% | 69% | 95% | | |
| | | 4 | 97% | 97% | 60% | 100% | | |
| | | 5 | 100% | 93% | 73% | 98% | | |
| | | 6 | 100% | 100% | 46% | 98% | | |
| | | 7 | 100% | 95% | 38% | 98% | | |
| | | 8 | 97% | 90% | 43% | 96% | | |
| | | 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 | i-Ready Diagnostic Growth Baseline to Most Recent SY 20-21 Grades K-8 Tier 1: 40% (from 20%) Tier 2: 38% (from 47%) Tier 3: 22% (from 33%)  Students Meeting Typical Growth per Grade  K: 44% 1: 51% 2: 57% 3: 54% 4: 60% 5: 43% 6: 68% 7: 70% 8: 83% | i-Ready school-wide results reveal a decrease in the Tier 3 population (students identified as two or more grade levels below), with a 10% point increase in both the Tier 1 (on grade level) and Tier 2 (one grade level behind) populations. This increase in both tiers reflects growth and mastery of reading skills. Trend analysis from last year's results reflects results similar in that there was a decrease in the Tier 3 population and increases in Tier 1 and Tier 2; however the percentages are more robust last year due to in-person instruction for two thirds of the school year. Overall, 61% of students school-wide have met Typical Growth in reading.  Students that have met |
| | | K | 43% | 25% | 44% | 44% | | |
| | | 1 | 29% | 52% | 51% | 50% | | |
| | | 2 | 30% | 50% | 57% | 57% | | |
| | | 3 | 59% | 28% | 54% | 58% | | |
| | | 4 | 39% | 48% | 60% | 60% | | |
| | | 5 | 7% | 44% | 43% | 43% | | |
| | | 6 | 22% | 59% | 68% | 71% | | |
| | | 7 | 33% | 55% | 70% | 72% | | |
| | | 8 | 41% | 56% | 83% | 85% | | |
| | | 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 |
|---|---|---|---|---|
| | | | | Typical Growth are students that have satisfied the requirements of growth and mastery typical of a student who had scored similarly on the baseline assessment from the beginning of the year. The data indicates that 7 out of 9 grade levels have more than 50% of the grade level population meeting Typical Growth. Please note that at the time of submission, we are still in the process of testing.<br><br>i-Ready Diagnostic Growth<br>Baseline to Most Recent<br>SY 19-20<br>Kindergarten<br>Tier 1: 68% (from 15%)<br>Tier 2: 32% (from 85%)<br>Significant growth noted from Baseline assessment to second diagnostic. End of year growth is unable to be reflected due to school |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
| | | | | closure. Grades 1-8 Tier 1: 51% (from 24%) Tier 2: 27% (from 34%) Tier 3: 22% (from 42%) Significant growth noted from Baseline assessment to most recent diagnostic. Unfortunately, end of year growth cannot be noted due to school closure. |

| 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 | i-Ready Diagnostic Growth Baseline to Most Recent SY 20-21 Grades K-8 Tier 1: 39% (from 17%) Tier 2: 46% (from 54%) Tier 3: 15% (from 29%)  Students Meeting Typical Growth per Grade  K: 69% 1: 44% 2: 61% 3: 39% 4: 43% 5: 45% 6: 76% 7: 76% 8: 73% | i-Ready school-wide results reveal a decrease in the Tier 3 population (students identified as two or more grade levels below), with an 8% point increase in the Tier 2 population (students identified as one grade level behind). A significant increase was noted in the Tier 1 population with a 22% point increase reflecting growth and mastery of reading skills on grade level. Trend analysis from last year's results reflects results similar in that there was a decrease in the Tier 3 population and increases in Tier 1 and Tier 2; however the percentages are more robust last year due to in-person instruction for two thirds of the school year. Overall, 59% of students school-wide have met Typical Growth. |
| | | K | 24% | 50% | 69% | 69% | | |
| | | 1 | 34% | 31% | 44% | 44% | | |
| | | 2 | 37% | 43% | 61% | 61% | | |
| | | 3 | 27% | 36% | 39% | 51% | | |
| | | 4 | 31% | 38% | 26% | 51% | | |
| | | 5 | 17% | 46% | 45% | 48% | | |
| | | 6 | 22% | 47% | 76% | 89% | | |
| | | 7 | 23% | 61% | 76% | 81% | | |
| | | 8 | 34% | 54% | 73% | 82% | | |
| | | 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 |
|---|---|---|---|---|
| | | | | Students that have met Typical Growth are students that have satisfied the requirements of growth and mastery typical of a student who had scored similarly on the baseline assessment from the beginning of the year. The data indicates that 5 out of 9 grade levels have more than 50% of the grade level population meeting Typical Growth. Please note that at the time of submission, we are still in the process of testing.<br><br>i-Ready Diagnostic Growth<br>Baseline to Most Recent SY 19-20<br>Kindergarten<br>Tier 1: 46% (from 10%)<br>Tier 2: 51% (from 88%)<br>Tier 3: 2% (from 2%)<br>Significant growth noted from Baseline assessment to second |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
| | | | | diagnostic. End of year growth is unable to be reflected due to school closure. Grades 1-8 Tier 1: 46% (from 18%) Tier 2: 40% (from 41%) Tier 3: 14% (from 41%) Significant growth noted from Baseline assessment to most recent diagnostic. Unfortunately, end of year growth cannot be noted due to school closure. |

| 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 | 21.1% | April 2021 ACCESS for ELLs Results: Pending<br><br>February 2020 ACCESS for ELLs Results<br>ELLs Making Expected Proficiency Growth: 0%<br>2019-2020 Target: 40.9% (Not Met)<br>Proficiency Score Range: 4.5% Score or Higher: 0 students<br>3.5%-4.4% Score Range: 10 students<br>2.5%-3.4% Score Range: 9 students<br>1.5%-2.4% Score Range: 5 students<br>5 students did not complete testing due to the pandemic closing schools<br><br>February 2019 ACCESS for ELLs Results<br>ELLs Making Expected Proficiency Growth: 21.1%<br>2018-2019 Target: 40.9% (Not Met)<br>0-2 Years in District: 10 students<br>Proficiency Score 4.5 and above: 10%<br>3-4 Years in District: 20 students<br>Proficiency Score 4.5 and above: >10% | ELL student performance continues to decrease from 2019 at 31% to 2020 at 21.1% and is a major concern. |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
| | | | 5+ Years in District: 15 students<br>Proficiency Score 4.5 and above: 13.3% | |

| | | 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<br>*Identify overall enrollment trends<br>*Identify enrollment by grade and subgroup | Overall YTD Student Enrollment Average | 314 | 2020-2021 Enrollment Data<br>Full-day Pre-Kindergarten 3 years old: 5<br>Full-day Pre-Kindergarten 4 years old: 22<br>Full Day Kindergarten: 16<br>Grade 1: 39<br>Grade 2: 31<br>Grade 3: 39<br>Grade 4: 35<br>Grade 5: 30<br>Grade 6: 39<br>Grade 7: 45<br>Grade 8: 42<br><br>2019-2020 Enrollment Data<br>Full-day Pre-Kindergarten 3 years old: 24<br>Full-day Pre-Kindergarten 4 years old: 26<br>Full Day Kindergarten: 40<br>Grade 1: 31<br>Grade 2: 40<br>Grade 3: 34<br>Grade 4: 41<br>Grade 5: 24<br>Grade 6: 40<br>Grade 7: 39<br>Grade 8: 51<br><br>2018-2019 Enrollment Data<br>Full-day Pre-Kindergarten 3 years old: 22<br>Full-day Pre-Kindergarten 4 | Enrollment trends have remained consistent, with the exception of a few grade levels with a marked decline (Pre-Kindergarten and Kindergarten) since last year.<br><br>Subgroup 1 Black or African American YTD represents 51 students, or 16%<br>of the K-8 population. |
| | | Subgroup 1 YTD Student Enrollment Average | 51 | | |
| | | Subgroup 2 YTD Student Enrollment Average | 0 | | |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
| | | | years old: 31<br>Full Day Kindergarten: 31<br>Grade 1: 38<br>Grade 2: 36<br>Grade 3: 36<br>Grade 4: 36<br>Grade 5: 28<br>Grade 6: 36<br>Grade 7: 51<br>Grade 8: 28 | |

| 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<br>*Identify patterns by grade<br>*Identify patterns by teacher<br>*Identify interventions | Overall YTD Student Attendance Average | 97.48% | 2020-2021 Attendance Data K-8 percentage as of April 2021:<br>Full Day Kindergarten: 94.69%<br>Grade 1: 96.19%<br>Grade 2: 97.88%<br>Grade 3: 97.31%<br>Grade 4: 97.94%<br>Grade 5: 97.51%<br>Grade 6: 99.32%<br>Grade 7: 98.15%<br>Grade 8: 98.40%<br><br>ELL/LEP - 97.88%<br>Special Education - 98.80%<br>Asian - 99.17%<br>Black - 95.62%<br>Hispanic - 97.34%<br>White - 96.94%<br>Economically Disadvantaged - 97.26%<br><br>2019-2020 Attendance Data K-8 percentage as of May 2020: 97.23%<br>Full Day Kindergarten - 96.12%<br>Grade 1 - 96.92%<br>Grade 2 - 97.37%<br>Grade 3 - 96.70%<br>Grade 4 - 97.46%<br>Grade 5 - 98.01%<br>Grade 6 - 97.26%<br>Grade 7 - 98.37%<br>Grade 8 - 98.04% | Average Daily Attendance is fairly consistent across grade levels and subgroups. Compared to last year, every grade level has improved at least one percentage point in the attendance rate.<br><br>Grade K has the lowest attendance rate of 94.69%.<br><br>The lowest subgroup includes Black (95.62%) and White (96.94%); however these subgroups remained the same in regards to attendance rates from last year. |
| | | Subgroup 1 YTD Student | 95.59% | | |
| | | Subgroup 2 YTD Student Attendance Average | 0.00% | | |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
| | | | ELL/LEP - 97.31%<br>Special Education - 96.63%<br>Asian - 98.07%<br>Black - 95.98%<br>Hispanic - 97.48%<br>White - 96.22%<br>Economically Disadvantaged<br>-<br>97.20%<br><br><br>2018-2019 Attendance Data<br>Full Day Kindergarten -<br>95.74%<br>Grade 1 - 96.68%<br>Grade 2 - 94.92%<br>Grade 3 - 95.66%<br>Grade 4 - 95.79%<br>Grade 5 - 97.22%<br>Grade 6 - 98.15%<br>Grade 7 - 96.82%<br>Grade 8 - 95.36%<br>ELL/LEP - 96.84%<br>Special Education - 94.70%<br>Asian - 97.49%<br>Black - 94.33%<br>Hispanic - 96.51%<br>White - 95.21%<br>Economically Disadvantaged<br>-<br>96.25% | |

| 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<br>*Identify patterns by grade<br>*Identify patterns by teacher<br>*Identify interventions | Overall YTD Chronic Absenteeism | 3.80% | As of May 2021, K-8 Chronic Absenteeism Rate : 4.43%<br><br>2020-2021 Chronic Absenteeism by Grade Level<br><br>Full Day Kindergarten -18.75%<br>Grade 1- 10.26%<br>Grade 2- 3.23%<br>Grade 3- 2.56%<br>Grade 4- 2.86%<br>Grade 5- 0%<br>Grade 6- 0%<br>Grade 7- 2.22%<br>Grade 8- 4.76%<br><br>ELL/LEP - 5.26%<br>Special Education - 0%<br>Asian -1.06 %<br>Black - 12.96%<br>Hispanic - 4.70%<br>White - 0%<br>Economically Disadvantaged -<br>6.45%<br><br><br>2019-2020 K-8 Chronic Absenteeism Rate : 3.62%<br><br>2019-2020 Chronic Absenteeism by Grade Level<br><br>Full Day Kindergarten -2.50%<br>Grade 1- 0.00% | Chelsea Heights remains below the state Chronic Absenteeism percentage for three years in a row, which is a remarkable feat given the current situation of the pandemic.<br><br>Grade K represents the highest percentage and remains a focus for school-wide improvement.<br><br>Subgroup data reveals Black or African American at 12.96% which is an area noted in need of improvement and focus for the upcoming school year.<br><br>Interventions include professional development for staff on chronic absenteeism information, support from Chronic Absenteeism Committee members, along with the staff  following district attendance policy and procedures  (homeroom teachers contact parent after 3 absences and |
| | | Subgroup 1 YTD Chronic | 11.54% | | |
| | | Subgroup 2 YTD Chronic Absenteeism | 0.00% | | |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
| | | | Grade 2- 2.56%<br>Grade 3- 5.88%<br>Grade 4- 2.50%<br>Grade 5- 0.00%<br>Grade 6- 2.44%<br>Grade 7- 0.00%<br>Grade 8- 2.00%<br><br>ELL/LEP - 0.00%<br>Special Education - 6.67%<br>Asian - 1.90%<br>Black - 5.88%<br>Hispanic - 1.20%<br>White - 7.14%<br>Economically Disadvantaged -<br>3.94%<br><br>2018-2019 K-8 Chronic Absenteeism: 5.73%<br>2018-2019 Chronic Absenteeism  by Grade Level<br>Full Day Kindergarten- 6.45%<br>Grade 1- 0.00%<br>Grade 2- 8.33%<br>Grade 3- 5.56%<br>Grade 4- 5.56%<br>Grade 5- 3.57%<br>Grade 6- 0.00%<br>Grade 7- 5.88%<br>Grade 8- 14.29% | document discussion; attendance committee monitors chronically absent students weekly and following  appropriate district guidelines), as well as discuss attendance at parent/teacher conferences. |

| Data Source | Factors to Consider | Prepopulated Data | | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|---|
| Attendance Rate (Staff)* | The average daily attendance for staff<br>*Identify patterns by grade<br>*Identify chronic absenteeism<br>*Identify reasons for absenteeism | Staff Attendance YTD | 94.79% | Total Number of Staff Absences<br><br>September: 30<br>October: 56<br>November: 41<br>December: 48<br>January: 3<br>February: 9<br>March: 50<br>April: forthcoming<br>May: forthcoming | Average daily attendance for staff is fairly consistent with an average of 94.79%, which is a slight decrease from last year's average of 95.72%.<br><br>Staff is considered chronically absent after 10 days. Staff is placed on an attendance plan after 10 sick days, but 3 allowed personal days are not counted towards the need to be placed on an attendance plan. There is a total of 5 staff members who are identified as chronically absent.<br><br>Trends attributing to staff absenteeism are illness, family matters, maternity leaves, and retiring teachers using an excessive amount of days. |

| Data Source | Factors to Consider | Prepopulated Data | | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|---|
| Discipline* | The number of suspensions, expulsions, and incident reports<br>*Identify types of incidents<br>*Identify patterns by subgroup<br>*Identify chronic offenders | Student Suspension YTD Average - In School | 0.00% | There were no suspensions, expulsions, or incident reports this year. | There were no suspensions, expulsions, or incident reports this year. |
| | | Student Suspension YTD Average - In School for Subgroup 1 | 0.00% | | |
| | | Student Suspension YTD Average - In School for Subgroup 2 | 0.00% | | |
| | | Student Suspension YTD Average - Out of School | 0.00% | | |
| | | Student Suspension YTD Average - Out of School for Subgroup 1 | 0.00% | | |
| | | Student Suspension YTD Average - Out of School for Subgroup 2 | 0.00% | | |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
| Climate & Culture Surveys | Results from surveys<br>*Identify staff satisfaction and support<br>*Identify perception of the environment<br>*Identify perceptions of students<br>*Identify perceptions of family | | Dimension Mean for Collaboration<br>* Staff here share a sense of commitment to the school goals. (4.8)<br>* Students are encouraged to help others with problems. (4.6)<br>* Teachers are encouraged to communicate concerns, questions, and constructive ideas. (4.8)<br>* Students participate in solving school-related problems. (4.5)<br>* Faculty and staff cooperate a great deal to achieve school goals. (4.8)<br>* Teachers are active participants in decision. (4.7)<br>* Parents and community members take part in addressing school-related problems. (4.4)<br><br>Dimension Mean for Environment<br>* Students are safe traveling to and from school. (4.8)<br>* The school building is neat, bright, clean, and comfortable. (4.1)<br>* Staff and students show respect for each other's individual differences. (4.8)<br>* An atmosphere of trust | The results are taken from the administration of the School Climate Inventory - Revised (SCI-R3). This instrument gathers faculty and staff perceptions of different areas related to school climate.<br>The School Climate Inventory consists of seven dimensions, or scales, logically and empirically linked with factors associated with effective school organizational climates. The inventory contains 49 items, with 7 items comprising each dimension. Responses are scored through the use of Likert type ratings [strong disagreement (1) to strong agreement (5)]. Each dimension yields a mean score ranging from 1 to 5 with higher scores being more positive. Participation rate was 100%, with 31 |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
| | | | exists among the administration, staff, students, and parents. (4.7)<br>* Teachers are proud of this school and its students. (4.9)<br>* This school is a safe place for teaching and learning. (4.9)<br>* People really care about each other. (4.7)<br><br>Dimension Mean for Expectations<br>* Students are expected to resolve conflicts without fighting, insults, or threats. (4.9)<br>* Students share the responsibility for keeping the school attractive and clean. (4.5)<br>* Respect for school and the personal property of others is expected of all students. (4.8)<br>* At each grade level, all students in this school are expected to meet or exceed content standards. (4.9)<br>* Tolerance for people of diverse backgrounds is modeled and expected of all students. (4.9)<br>* At this school, students are expected to be drug and | respondents.<br><br>The seven dimensions of the inventory are:<br>-- Collaboration: The extent to which the administration, faculty, and students cooperate and participate in problem solving.<br>-- Environment: The extent to which positive learning environments exist.<br>-- Expectations: The extent to which students are expected to learn and be responsible.<br>-- Instruction: The extent to which the instructional program is well developed and implemented.<br>-- Involvement: The extent to which parents and the community are involved in the school.<br>-- Leadership: The extent to which the administration provides instructional leadership.<br>-- Order: The extent to |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
| | | | alcohol free. (4.9)<br>* All students at this school are expected to achieve at high levels. (4.9)<br><br>Dimension Mean for Instruction<br>* To enhance student learning, teachers at this school take full advantage of current educational technologies. (4.9)<br>* The instructional methods that teachers use respect the different ways that students learn. (4.8)<br>* At every grade level, content and performance standards guide the learning activities that teachers choose. (4.8)<br>* Teachers often provide opportunities for students to develop higher-order skills. (4.9)<br>* At this school, teachers demonstrate a lot of enthusiasm for what they do. (4.8)<br>* Teachers use the results of student assessments to evaluate and improve instruction. (4.9)<br>* To more fully engage learners, teachers use a | which the environment is ordered and appropriate student behaviors are present.<br><br>Overall, the data reveals that we have a high functioning school climate and culture regarding the the seven dimensions within the inventory. This is evidenced through high Likert scores within each response ranging from the lowest at 4.1 - 4.9 out of 5.0.<br><br>The top scores in each dimension are:<br><br>Collaboration:<br>* Staff here share a sense of commitment to the school goals. (4.8)<br>* Teachers are encouraged to communicate concerns, questions, and constructive ideas. (4.8)<br> * Faculty and staff cooperate a great deal to achieve school goals. (4.8) |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
| | | | variety of instructional strategies, materials, and media. (4.9)<br><br>Dimension Mean for Involvement<br>* Community businesses are active in this school. (4.0)<br>* Parents actively support school activities. (4.3)<br>* Parents are treated courteously when they contact the school. (4.9)<br>* Parents are invited to serve on school advisory committees. (4.5)<br>* Parent volunteers are used wherever possible. (4.0)<br>* Information about school activities is communicated to parents on a consistent basis. (4.7)<br>* Parents are encouraged to visit their children's classrooms. (4.1)<br><br>Dimension Mean for Leadership<br>* The principal of this school is always clear about his/her expectations of students, faculty, and parents. (4.9)<br>* This school's principal is fair and consistent in addressing disciplinary issues. (4.8) | Environment<br>* This school is a safe place for teaching and learning. (4.9)<br>* Teachers are proud of this school and its students. (4.9)<br><br>Expectations<br>* At each grade level, all students in this school are expected to meet or exceed content standards. (4.9)<br><br>Instruction<br>* Teachers use the results of student assessments to evaluate and improve instruction. (4.9)<br>* Teachers often provide opportunities for students to develop higher-order skills. (4.9)<br>* To more fully engage learners, teachers use a variety of instructional strategies, materials, and media. (4.9)<br><br> Involvement<br>* Parents are treated courteously when they |

| Data Source | Factors to Consider | Prepopulated Data | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|
|  |  |  | * School administrators encourage teachers to be creative and to try new methods. (4.8)<br>* The administration and faculty at this school use data to drive planning and decision making. (4.9)<br>* The principal makes high quality instruction the school's first priority. (4.9)<br>* The school goals are reviewed and updated regularly. (4.8)<br>* The principal is highly visible throughout the school. (4.8)<br><br>Dimension Mean for Order<br>* Bullying, threatening, or abusive behavior is not characteristic of the students at this school. (4.9)<br>*Students of different social and cultural backgrounds behave positively towards one another. (4.9) | contact the school. (4.9)<br><br>Leadership<br>* The principal of this school is always clear about his/her expectations of students, faculty, and parents. (4.9)<br>* The principal makes high quality instruction the school's first priority. (4.9)<br>* The administration and faculty at this school use data to drive planning and decision making. (4.9)<br><br>Order<br>* Bullying, threatening, or abusive behavior is not characteristic of the students at this school. (4.9)<br>*Students of different social and cultural backgrounds behave positively towards one another. (4.9) |

## 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: <br>* under credited <br>* chronically absent <br>* frequent suspension <br>(* - Data suppressed) | Student Group | 5 Year Rate | 4 Year Rate | N/A | N/A |
| | | Schoolwide | | | | |
| | | White | | | | |
| | | Hispanic | | | | |
| | | Black or African American | | | | |
| | | Asian, Native Hawaiian, or Pacific Islander | | | | |
| | | American Indian or Alaska Native | | | | |
| | | Two or More Races | | | | |
| | | Economically Disadvantaged Students | | | | |
| | | Students with Disabilities | | | | |
| | | English Learners | | | | |
| | | Homeless Students | | | | |
| | | Students in Foster Care | | | | |

| Data Source | Factors to Consider | Prepopulated Data | | Your Data (Provide any additional data | Observations / Trends |
|---|---|---|---|---|---|
| Post-Secondary Rates | % of students that enroll in post-secondary institution. | | | N/A | N/A |
| College Readiness Test Participation | Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT | | | N/A | N/A |
| Algebra | Previous year's data provided. Please provide current year's data if possible. | # of 8th grade students enrolled in Algebra 1 | 0 | N/A | N/A |
| | | % of students with a C or better | | | |
| | | Count of students who took the Algrbra section of PARCC | | | |
| | | % of students who scored 4 or 5 on the PARCC assessment | | | |

## EVALUATION INFORMATION

| Data Source | Factors to Consider | Your Data (Prepopulated where Possible) | Your Data (Provide only additional data | Observations / Trends |
|---|---|---|---|---|
| Classroom Observations | Teacher practice as measured on state-approved teacher practice instrument<br>*Identify % of teachers on CAP in the previous school year<br>*Identify instructional trends<br>*Identify professional development needs | | Evaluation framework: LoTi Observation Instrument<br><br>Observation Waiver:  None<br><br>Number of teachers to evaluate: 30<br><br>Number of non-tenured teachers (years 1 and 2): 1<br><br>Number of non-tenured teachers (years 3 and 4): 2<br><br>Number of teachers on CAP: 0<br><br>Number of teachers receiving mSGP: 7<br>(Please note: All state testing has been waived again this year)<br><br>Number of scheduled classroom observations: 54<br><br>Number of completed observations: 54<br><br>Number of Highly Effective: 13<br><br>Number of Effective: 17 | 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 |

| Data Source | Factors to Consider | Your Data (Prepopulated where Possible) | Your Data (Provide only additional data | Observations / Trends |
|---|---|---|---|---|
|  |  |  | Number of Partially Effective: 0<br><br>Number of Ineffective: 0 | treatment of the content 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.<br><br>There were 0% of teachers on CAP in the 2020-2021 school year.<br><br>Professional development implications for all staff: use of aggressive monitoring to make immediate adjustments to instruction for students who |

| Data Source | Factors to Consider | Your Data (Prepopulated where Possible) | Your Data (Provide only additional data | Observations / Trends |
|---|---|---|---|---|
| | | | | either already know the content or continue to struggle. This means providing different types of follow-up activities at higher levels of cognitive complexity that integrate the same content but at advanced levels of intellectual involvement. |

## OTHER INDICATORS

| Data Source | Factors to Consider | Your Data (Provide any additional data necessary) | Observations / Trends |
|---|---|---|---|
| Parent and Family Involvement | Increasing the opportunities for communication and follow-through with regards to the priority performance needs will promote both the capacity of this type of involvement and shared ownership towards the success of attaining our identified SMART goals. | N/A | No observational trends have been noted at this time, but will in the future. |
| Professional Capacity | Ensuring that ongoing professional development offerings are aligned with identified teacher needs based on formal and informal observations that are monitored and adjusted as deemed necessary. | Monthly Professional Development from September-June (ELA, Math, Science, Social Studies, Specialists, Technology) and weekly PLC meetings. | Ongoing district professional development is rooted in teacher efficacy in a variety of ways (i.e. content-specific, technology, Short-Term Cycle, etc.) and ongoing and differentiated throughout the year. |

# 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 | Strengths from this category include the beginning stages of utilizing guiding questions within our PLC, and sharing instructional strategies to support student learning. | Areas in need of attention include intentional support regarding unpacking the priority standards and collaboratively building assessments based on these identified standards. |
| | 2 | A | 3-Developing | | |
| | 3 | A | 2-Emerging | | |
| | 4 | A | 2-Emerging | | |
| | 5 | A | 2-Emerging | | |
| | | | | | |
| Assessment | 1 | A | 2-Emerging | Administration of district-wide assessments is occurring along with utilization of data analysis. | Creation of formative assessments must be supported throughout all grade levels. Data analysis is not always recorded to provide specific feedback to students, and must drive next steps in instruction for teachers and to enable students to make adjustments to their learning. |
| | 2 | A | 2-Emerging | | |
| | 3 | A | 3-Developing | | |
| | | | | | |
| Professional Learning Community (PLC) | 1 | A | 3-Developing | Collaborative teams meet weekly to work interdependently on goals directly related to student learning. | Although norms have been established, a periodic revision and adherence to address any issues does not occur often. |
| | 2 | A | 3-Developing | | |
| | 3 | A | 3-Developing | | |
| | 4 | A | 3-Developing | | |
| | | | | | |

| Component | Indicator Descriptor Level | | | Overall Strengths Summary | Areas of Focus Summary |
|---|---|---|---|---|---|
| Culture | 1 | A | 3-Developing | A collaboratively developed mission built on shared values and beliefs that contains references to the components of school climate has been established. School and classroom rules are clear and aligned and are communicated to all stakeholders, and consequences are clear and are given consistently. Shared leadership is fostered by the building administrator who provides opportunities for teachers to demonstrate leadership. In addition, the principal consistently engages teachers in decisions and encourages them to take on both formal and informal leadership roles. | Formative assessment and feedback are sometimes used to support student learning. Interventions are not provided consistently due to lack of staffing. Students sometimes work collaboratively and sometimes engage in peer and self-assessment. Students sometimes set their own learning goals. There is an identified need for a Cheetah (SEL/Climate &amp; Culture) committee to focus on SEL and school climate initiatives moving forward. |
| | 2 | A | 2-Emerging | | |
| | 3 | A | 2-Emerging | | |
| | 4 | A | 2-Emerging | | |
| | 5 | A | 3-Developing | | |
| | 6 | A | 2-Emerging | | |
| | 7 | A | 2-Emerging | | |
| | 8 | A | 3-Developing | | |
| | 9 | A | 3-Developing | | |
| | 10 | A | 3-Developing | | |
| | 11 | A | 3-Developing | | |
| | 12 | A | 3-Developing | | |
| | 13 | A | 3-Developing | | |
| | 14 | A | 2-Emerging | | |
| | | | | | |
| Teacher and Principal Effectiveness | 1 | A | 3-Developing | Evaluations are done in a professional and timely manner, providing valuable feedback. Professional improvement plans are linked to both individual needs identified through the evaluation process and PLC team goals. | All teachers do not necessarily comprehend the evaluation model elements. The components of our curriculum units and the elements of our evaluation frameworks does not always create a common language and context for effective teaching and leading. |

# 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 | ELA performance on district benchmarks and state testing from prior years demonstrates growth, but meeting target expectations is still in progress at all levels. Limited staffing for BSI and intervention programs hinder extending services to all struggling groups/individuals. | Statewide school closure last year due to the pandemic, along with providing all remote instruction for part of the year and hybrid instruction will negatively impact the academic success of all students moving into next year and beyond. There were numerous challenges related to remote administration of district testing as recommended by i-Ready (i.e. small group testing)  as it pertains to validity and reliability. Based on historical data analysis, test scores had been determined as inflated. The implementation of evidence-based intervention systems to meet the learning needs of at-risk students, particularly those behind grade level expectations in reading and writing needs to continue in the 21-22 SY. There has been a lack of staff for ELA interventions with only one staff member servicing primary grades and no BSI services available in intermediate or middle school. Teachers require follow-up PD to guide instruction. 20-21 SY focus has been on providing remote instruction in a digital setting in the best manner possible.  A consistent means of documenting and tracking ELA interventions and assessment performance needs to be implemented. | Grades K-8 | 1 | School-wide focus through PLC on response to reading in writing. Reading and writing largely depend upon the same skills. Furthermore, writing instruction improves reading comprehension and the teaching of writing skills ¿ such as grammar and spelling lessons ¿ reinforce reading skills. Research suggests that reading and writing skills are best developed when taught and practiced in conjunction. Teachers analyze district benchmark data (independently, as well as during PLCs) and adjust instruction accordingly to address areas of need. |

| 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 | 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 novel study to focus on literary elements that are required for students to competently read or write a piece of literature. 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. |
| | | | | 3 | ELA PD to focus on adaptive writing software, genre study and differentiated instruction. This PD will support teacher use of assessment data to determine student needs, as well as to support teacher use of technology. |

| 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 | Math performance on benchmarks and state testing demonstrates growth, but meeting target expectations is still lagging at all levels. Limited staffing for Basic Skills Instruction (BSI) and intervention programs hinder extending services to all struggling groups/individuals. Limited professional development. Improve documentation, implementation of tracking math interventions, and assessment performance. | Statewide school closure due to the COVID-19 pandemic, along with providing all remote instruction for part of the year and hybrid instruction will negatively impact the academic success of all students moving into next year and beyond. Math intervention services are currently not available (i.e. BSI) for primary, intermediate, or middle school students. There has been a general lack of professional development in mathematics for most teachers, specifically in primary and intermediate grades. This leads to unclear or inconsistent teacher guidelines of scope and sequence of instruction, as well as training in specific strategies for intervention and tracking assessment performance. | Grades K-8 | 1 | Using NJSLS as a guide, conduct school-wide PLC¿s that target scope and sequence of instruction, and a deeper understanding of student learning targets to achieve grade level proficiency through ¿unpacking¿ the standards. Teachers will analyze district benchmark data / i-Ready data (independently, as well as during PLCs) and adjust instruction accordingly to address areas of need. |
| | | | | 2 | Teachers will provide opportunities to implement modeling and reasoning strategies, including both the use of various math manipulatives and virtual learning platforms to promote a balance of conceptual understanding, fluency, and application skills to maximize student learning. |
| | | | | | |

| 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 | Targeted math professional development concentrating on the areas of math content literacy, modeling and reasoning, technology use, and instructional strategies to support scaffolding and differentiated instruction. |
| Climate and Culture, including Social and Emotional Learning | Hybrid students have difficulty acclimating themselves when they have returned to in-person instruction from being at home since last year when school was closed due to the pandemic. Students who have continued with all-remote instruction have been isolated and have been negatively impacted with their interactions with others. Students have exhibited behaviors such as lack of motivation, enthusiasm, and in many cases, an unwillingness to keep up with their studies along with attending school. | The state-wide school closure, as a result of the pandemic, coupled with the majority of students remaining remote for the past 18 months, has negatively impacted the students regarding their social-emotional health and well-being. These effects will be far-reaching and not be inclusive of this year only, and manifests itself through attendance concerns, low academic success, and their interactions with others. | Grades K-8 | 1 | Create Chelsea Heights Cheetah Pride Program Team in order to analyze Cheetah Points accrued from the Cheetah Pride Program. Calculate weekly and monthly student totals in the Cheetah Pride Program to disseminate information to staff, students, and parents. |
| | | | | 2 | Create Cheetah Pride Program in order to acclimate students into a regular school routine and support their social-emotional growth. |
| | | | | 3 | Chelsea Heights will adopt incentives that will include a variety of ways to celebrate student participation in the Cheetah Pride Program. |

| Area of Focus for SMART Goals | Priority Performance Need | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this | Targeted Subgroup (s) | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) | |
|---|---|---|---|---|---|
| No option for the fourth SMART Goal was selected on the Root Cause page. | | | | 1 | |
| | | | | 2 | |
| | | | | 3 | |

# SMART Goal 1

By June 2022, 50% of students at the Chelsea Heights School will reach Typical Growth in Reading as measured by the i-Ready Reading diagnostic.

| | |
|---|---|
| Priority Performance | ELA performance on district benchmarks and state testing from prior years demonstrates growth, but meeting target expectations is still in progress at all levels. Limited staffing for BSI and intervention programs hinder extending services to all struggling groups/individuals. |
| Strategy 1: | School-wide focus through PLC on response to reading in writing. Reading and writing largely depend upon the same skills. Furthermore, writing instruction improves reading comprehension and the teaching of writing skills ¿ such as grammar and spelling lessons ¿ reinforce reading skills. Research suggests that reading and writing skills are best developed when taught and practiced in conjunction. Teachers analyze district benchmark data (independently, as well as during PLCs) and adjust instruction accordingly to address areas of need. |
| Strategy 2: | 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 novel study to focus on literary elements that are required for students to competently read or write a piece of literature. 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 3: | ELA PD to focus on adaptive writing software, genre study and differentiated instruction. This PD will support teacher use of assessment data to determine student needs, as well as to support teacher use of technology. |
| Target Population: | Grades K-8 |

## 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 Chelsea Heights School will take the i-Ready Reading Diagnostic Assessment. | Participation will be measured using the i-Ready Diagnostic Status Report (all i-Ready data reports will be in the End of Year View). |
| Feb 15 | By February 15, 2022, 50% of students at the Chelsea Heights School will be at or above 40% progress to annual Typical Growth mark in Reading as measured by the i-Ready Reading diagnostic. | Achievement will be measured using the i-Ready Scale Score and Placement Tables (all i-Ready data reports will be in the End of Year View). |
| Apr 15: | By April 15, 2022, 50% of students at the Chelsea Heights School will be at or above the 80% progress to annual Typical Growth mark in Reading as measured by the i-Ready Reading diagnostic. | Achievement will be measured using the i-Ready Scale Score and Placement Tables (all i-Ready data reports will be in the End of Year View). |
| Jul 1 | By June 2022, 50% of students at the Chelsea Heights School will reach Typical Growth in Reading as measured by the i-Ready Reading diagnostic. | Achievement will be measured using the i-Ready Scale Score and Placement Tables (all i-Ready data reports will be in the End of Year View). |

## Action Steps

SMART Goal 1

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 1 | 2 | Evaluate and re-distribute intervention and supplemental resources to support ELA curriculum. Order supplemental materials to support literature and informational texts in reading and writing for grades K-8. | 9/1/21 | 6/21/22 | Administration, Leadership Team, Teachers |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 2 | 1 | Administration and Leadership Team will facilitate team level PLCs to develop teachers ability to effectively tier students, differentiate instruction, and implement SMART goals. Teachers will use common planning time to analyze benchmark data, formative assessment information, and Evidence Statements to collaborate on student grouping and plan instructional evidence. | 9/1/21 | 6/21/22 | Administration, Leadership Team, Teachers |
| 3 | 1 | Administer district benchmark assessment #1, analyze benchmark data and other assessment information to collaborate on student grouping and plan instructional interventions. Leadership Team will meet to facilitate data, monitor, and analyze. | 9/1/21 | 11/12/21 | Administration, Leadership Team, Teachers |
| 4 | 1 | Conduct focused walkthroughs and formal observations to determine the effectiveness of reading instruction and to identify teachers in need of targeted professional development and coaching. Teachers will use the results of standards-aligned formative assessments to target instruction and create intervention lessons. | 10/1/21 | 6/10/22 | Administration, Teachers |
| 5 | 3 | Provide coaching and/or professional development as necessary to teachers, model lessons, and lead discussions focused on close reading strategies such as citing text evidence, analyzing key ideas and details, analyzing structure, and determining the meaning of words and phrases as well as their impact on text, as well as professional development aimed at implementation of novel study and virtual learning platforms. | 9/1/21 | 6/10/22 | Administration, Leadership Team, Teachers |
| 6 | 1 | Use formative assessment data to create intervention lessons for targeted standards-aligned instruction. | 9/1/21 | 6/21/22 | Administration, Leadership Team, Teachers |
| 7 | 1 | Administer district benchmark assessment #2, analyze benchmark data and other assessment information to collaborate on student grouping and plan instructional interventions. Leadership Team will meet to facilitate data, monitor, and analyze. | 12/1/21 | 2/11/22 | Administration, Leadership Team, Teachers |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 8 | 2 | Administer district benchmark assessment #3, analyze benchmark data and other assessment information to collaborate on student grouping and plan instructional interventions. Leadership Team will meet to facilitate data, monitor, and analyze. | 3/1/22 | 4/15/22 | Administration, Leadership Team, Teachers |
| 9 | 1 | Administer district benchmark assessment #4, as necessary, analyze benchmark data and other assessment information to collaborate on student grouping and plan instructional interventions. Leadership Team will meet to facilitate data, monitor, and analyze. | 5/3/22 | 6/3/22 | Administration, Leadership Team, Teachers |
| 10 | 1 | Analyze ELA data monthly/Cycle and record data for End of Year Data for ASP and Creation of SMART Goal for 2022-2023 | 5/3/22 | 6/16/22 | Administration, Leadership Team |
| 11 | 1 | Administration and School Leadership Team will support teachers professionally throughout the year to analyze student performance based on grade-level standards alignment and creation of common formative assessments. | 9/15/21 | 6/15/22 | Administration, Leadership Team, Teachers |
| 12 | 3 | Teachers and ELA Coach will establish measures to assess student conceptual understanding, reasoning and explanations on problem solving tasks. Establish continuous progress monitoring that effectively allows teachers to analyze data, identify low performing items, and tier students accordingly for differentiation, as well as implement virtual learning opportunities. | 9/15/21 | 6/15/22 | ELA Coach, Teachers |
| 13 | 1 | The Chelsea Heights Team - Developing Proficiency Scales. Teachers will learn to create proficiency scales for the most important standards. As a result, they will be able to be able to effectively teach those standards with a consistent understanding of the knowledge and skills contained within those standards. Likewise, students will have a clear understanding of the knowledge and skills they need to demonstrate to show proficiency. Finally, parents will understand what their child needs to know and be able to do in a specific grade level or course. | 8/3/21 | 6/30/22 | Administration, Leadership Team, Teachers |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 14 | 1 | The Chelsea Heights Team Creating Common Formative Assessments. Guided by the four questions of a PLC, teachers will learn the difference between formative and summative assessments, as well as their purposes. They will learn how a learning standard breaks down into learning targets. Teachers will work in collaborative teams to develop common formative assessments for our students. As a result, teachers will use these assessments frequently to improve student achievement for all students. | 8/3/21 | 6/30/22 | Administration, Leadership Team, Teachers |

## Budget Items

SMART Goal 1

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 1 | Adaptive software licenses for supplemental instruction | INSTRUCTION - Purchased Professional & Technical Services / 100-300 | $5,000 | SIA Carryover |
| 1 | Adaptive software renewal licenses for supplemental instruction | INSTRUCTION - Other Purchased Services / 100-500 | $1,000 | SIA Carryover |
| 1 | Supplemental and intervention materials and supplies for K - 8 | INSTRUCTION - Supplies & Materials / 100-600 | $2,723 | SIA Carryover |

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 13 | The Chelsea Heights Team - Developing Proficiency Scales. Teachers will learn to create proficiency scales for the most important standards. As a result, they will be able to be able to effectively teach those standards with a consistent understanding of the knowledge and skills contained within those standards. Likewise, students will have a clear understanding of the knowledge and skills they need to demonstrate to show proficiency. Finally, parents will understand what their child needs to know and be able to do in a specific grade level or course. The team will meet from August 1, 2021-June 30, 2022. The team will work in person and/or virtually pre and post school hours and Saturday hours. The team will consist of 10 teachers and 1 school administer. | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | $15,786 | SIA Carryover |
| 11 | Chelsea Heights School Standards Based Learning and Assessment Team will support teachers professionally throughout the year to analyze student performance based on grade-level standards alignment and creation of common formative assessments. | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | $24,999 | SIA Carryover |
| 11 | Chelsea Heights School Standards Based Learning and Assessment Team will support teachers professionally throughout the year to analyze student performance based on grade-level standards alignment and creation of common formative assessments. | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | $17,582 | SIA |
| 2 | School Leadership Team to monitor and analyze ELA data, inform the PLC process, monitor action steps and cycles, evaluate and facilitate professional development needs for staff after school and Saturdays. | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | $18,465 | SIA |

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 13 | FICA - The Chelsea Heights Team - Developing Proficiency Scales. Teachers will learn to create proficiency scales for the most important standards. As a result, they will be able to be able to effectively teach those standards with a consistent understanding of the knowledge and skills contained within those standards. Likewise, students will have a clear understanding of the knowledge and skills they need to demonstrate to show proficiency. Finally, parents will understand what their child needs to know and be able to do in a specific grade level or course. The team will meet from August 1, 2021-June 30, 2022. The team will work in person and/or virtually pre and post school hours and Saturday hours. The team will consist of 10 teachers and 1 school administer. | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $1,208 | SIA Carryover |
| 11 | FICA Administrator Chelsea Heights School Standards Based Learning and Assessment Team | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $1,913 | SIA Carryover |
| 11 | FICA Chelsea Heights School Standards Based Learning and Assessment Team | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $1,345 | SIA |
| 2 | FICA School Leadership Team | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $1,412 | SIA |
| 1 | Professional development for adaptive software | SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300 | $2,902 | SIA |

# SMART Goal 2

By June 2022, 50% of students at the Chelsea Heights School will reach Typical Growth in Math as
measured by the i-Ready Math diagnostic.

| | |
|---|---|
| Priority Performance | Math performance on benchmarks and state testing demonstrates growth, but meeting target expectations is still lagging at all levels.<br>Limited staffing for Basic Skills Instruction (BSI) and intervention programs hinder extending services to all struggling groups/individuals.<br>Limited professional development.<br>Improve documentation, implementation of tracking math interventions, and assessment performance. |
| Strategy 1: | Using NJSLS as a guide, conduct school-wide PLC¿s that target scope and sequence of instruction, and a deeper understanding of student learning targets to achieve grade level proficiency through ¿unpacking¿ the standards. Teachers will analyze district benchmark data / i-Ready data (independently, as well as during PLCs) and adjust instruction accordingly to address areas of need. |
| Strategy 2: | Teachers will provide opportunities to implement modeling and reasoning strategies, including both the use of various math manipulatives and virtual learning platforms to promote a balance of conceptual understanding, fluency, and application skills to maximize student learning. |
| Strategy 3: | Targeted math professional development concentrating on the areas of math content literacy, modeling and reasoning, technology use, and instructional strategies to support scaffolding and differentiated instruction. |
| Target Population: | Grades K-8 |

## 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 Chelsea Heights School will take the i-Ready Math Diagnostic Assessment. | Participation will be measured using the i-Ready Diagnostic Status Report (all i-Ready data reports will be in the End of Year View). |
| Feb 15 | By February 15, 2022, 50% of students at the Chelsea Heights School will be at or above 40% progress to annual Typical Growth mark in Math as measured by the i-Ready Math diagnostic. | Achievement will be measured using the i-Ready Scale Score and Placement Tables (all i-Ready data reports will be in the End of Year View). |
| Apr 15: | By April 15, 2022, 50% of students at the Chelsea Heights School will be at or above the 80% progress to annual Typical Growth mark in Math as measured by the i-Ready Math diagnostic. | Achievement will be measured using the i-Ready Scale Score and Placement Tables (all i-Ready data reports will be in the End of Year View). |
| Jul 1 | By June 2022, 50% of students at the Chelsea Heights School will reach Typical Growth in Math as measured by the i-Ready Math diagnostic. | Achievement will be measured using the i-Ready Scale Score and Placement Tables (all i-Ready data reports will be in the End of Year View). |

## Action Steps

SMART Goal 2

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 1 | 2 | Evaluate and redistribute intervention and supplemental resources to support Math curriculum. Order supplemental materials to support instruction and intervention for Grades K-8. | 9/1/21 | 6/17/22 | Administration, Leadership Team |
| 2 | 1 | The Leadership Team will meet initially to analyze i-Ready and district benchmark data, plan PLC team agenda, and then ongoing throughout the year to evaluate cycle data, instruction, interventions, and plan for professional development needs. | 8/3/21 | 6/17/22 | Administration, Leadership Team |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 3 | 3 | Math PD on the following topics: 1) crafting and posing purposeful questions, scaffolding questions, using student explanations strategically to address misconceptions and enhance instruction. 2) continuous progress monitoring that effectively allows teachers to analyze data, identify low-performing items, and tier students accordingly for differentiation. 3) Focus on content support to build conceptual understanding, reasoning, and explanations within each curricular unit. 4) Teachers will collaborate to develop monitor standards based lesson planning at both the horizontal and vertical levels. | 9/1/21 | 6/17/22 | Math PD Provider, Math Coaches, Leadership Team |
| 4 | 2 | Teachers and Math Coaches will establish measures to assess student conceptual understanding, reasoning, and explanations on problem solving tasks. Establish continuous progress monitoring that effectively allows teachers to analyze data, identify low-performimg items, and tier students accordingly for differentiation, as well as implement virtual learning opportunities. | 10/1/21 | 5/27/22 | Math Coaches and Teachers |
| 5 | 1 | Administer district benchmark assessment #1, analyze benchmark data and other assessment information to collaborate on student grouping and plan instructional interventions. Leadership Team to facilitate data monitoring and analysis. | 9/21/21 | 11/12/21 | Teachers, Leadership Team |
| 6 | 1 | Teachers will work in PLC teams: 1) 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. 2) To select high-quality standards aligned with problem solving tasks per unit to be administered weekly to measure standards mastery and skills progress, incorporate applicable components of supplemental materials, and recommend low proficient students for additional intervention. | 10/1/21 | 6/10/22 | Teachers |
| 7 | 1 | Administer district benchmark assessment #2, analyze benchmark data and other assessment information to collaborate on student grouping and plan instructional interventions. Leadership Team to facilitate data monitoring and analysis. | 12/1/21 | 2/11/22 | Teachers, Leadership Team |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 8 | 1 | Administer district benchmark assessment #3, analyze benchmark data and other assessment information to collaborate on student grouping and plan instructional interventions. Leadership Team to facilitate data monitoring and analysis. | 3/1/22 | 4/13/22 | Teachers, Leadership Team |
| 9 | 1 | Administer district benchmark assessment #4, analyze benchmark data and other assessment information to collaborate on student grouping and plan instructional interventions. Leadership Team to facilitate data monitoring and analysis. | 5/3/22 | 6/10/22 | Teachers, Leadership Team |
| 10 | 1 | Analyze monthly / Short Term Cycle Math data, record for End of Year ASP, and begin creation of SMART Goal for 2022-2023. | 5/3/22 | 6/10/22 | Leadership Team |
| 11 | 3 | Administration and School Leadership Team will support teachers with professional development throughout the year to analyze student performance based on instruction of grade-level standards. | 9/1/21 | 6/17/22 | Administration, Leadership Team |

## Budget Items

SMART Goal 2

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 1 | Evaluate and re-distribute intervention and supplemental resources to support Math curriculum. Order supplemental materials to support instruction and intervention for Grades K-8. | INSTRUCTION - Supplies & Materials / 100-600 | $3,000 | SIA Carryover |
| 2 | Administrator and/or School Leadership Team to continue the ongoing successful implementation of a Model PLC school to attend the Solution Tree Summit to turnkey professional development to staff regarding information related to effective teacher collaboration rooted in grade-level standards, formative assessments, proficiency scales, and evaluation of instructional methods tied to intervention and enrichment. | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | $3,500 | SIA |

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 2 | School Leadership Team to monitor Chelsea Heights School Standards Based Learning and Assessment Team will support teachers professionally throughout the year to analyze student performance based on grade-level standards alignment and creation of common formative assessments. | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | $5,000 | SIA Carryover |
| 2 | School Leadership Team to monitor Chelsea Heights School Standards Based Learning and Assessment Team will support teachers professionally throughout the year to analyze student performance based on grade-level standards alignment and creation of common formative assessments. | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | $13,465 | SIA |
| 2 | FICA School Leadership Team | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $382 | SIA Carryover |
| 2 | FICA/Model PLC | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $268 | SIA |
| 2 | FICA School Leadership Team | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $1,029 | SIA |

# SMART Goal 3

By the end of June 2022, 50% of students will earn 60 points through participation in the Cheetah Pride Program.

| | |
|---|---|
| Priority Performance | Hybrid students have difficulty acclimating themselves when they have returned to in-person instruction from being at home since last year when school was closed due to the pandemic. Students who have continued with all-remote instruction have been isolated and have been negatively impacted with their interactions with others. Students have exhibited behaviors such as lack of motivation, enthusiasm, and in many cases, an unwillingness to keep up with their studies along with attending school. |
| Strategy 1: | Create Chelsea Heights Cheetah Pride Program Team in order to analyze Cheetah Points accrued from the Cheetah Pride Program. Calculate weekly and monthly student totals in the Cheetah Pride Program to disseminate information to staff, students, and parents. |
| Strategy 2: | Create Cheetah Pride Program in order to acclimate students into a regular school routine and support their social-emotional growth. |
| Strategy 3: | Chelsea Heights will adopt incentives that will include a variety of ways to celebrate student participation in the Cheetah Pride Program. |
| Target Population: | Grades K-8 |

## Interim Goals

SMART Goal 3

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Nov 15 | By November 15th, 85% of students will participate in the Kick-Off Event for the Cheetah Pride Program. | Student records as reported in PowerSchool K-8 attendance. |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|---|---|---|
| Feb 15 | By February 15th, 50% of students will earn 20 points through participation in the Cheetah Pride Program. | Total number of points accumulated per student through successful participation of Cheetah Pride Program. |
| Apr 15: | BY April 15th, 50% of students will earn 40 points through participation in the Cheetah Pride Program. | Total number of points accumulated per student through successful participation of Cheetah Pride Program. |
| Jul 1 | By the end of June 2022, 50% of students will earn 60 points through participation in the Cheetah Pride Program. | Total number of points accumulated per student through successful participation of Cheetah Pride Program. |

## Action Steps

SMART Goal 3

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 1 | 1 | Chelsea Heights Cheetah Pride Program Team will be responsible for tracking and analyzing data and communicating with staff, students, and families. | 9/1/21 | 6/22/22 | Administrator, Chelsea Heights Cheetah Pride Program Team, Guidance Counselor, Teachers |
| 2 | 1 | Analyze student participation in the Cheetah Pride Program and use a multi-tiered response system to address at-risk students throughout each cycle. | 9/1/21 | 6/22/22 | Administrator, Chelsea Heights Cheetah Pride Program Team, Guidance Counselor, Teachers |
| 3 | 1 | Analyze Cheetah Pride Program data monthly and record data for End of Year Data for ASP and Creation of SMART Goal for 2022-2023. | 9/1/21 | 6/22/22 | Administrator, Chelsea Heights Cheetah Pride Program Team, Guidance Counselor, Teachers |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|---|---|---|---|---|---|
| 4 | 2 | Principal, the Chelsea Heights Cheetah Pride Program Team, and guidance counselor will meet with the staff in September to distribute the 2021-2022 Cheetah Pride Program Guidelines and to set up a monitoring process for the Cheetah Pride Program. | 9/1/21 | 11/15/21 | Administrator, Chelsea Heights Cheetah Pride Program Team, Guidance Counselor, Teachers |
| 5 | 2 | Effectively informing all stakeholders of the importance of Social-Emotional Learning through the Cheetah Pride Program events such as Staff Orientation, Monthly Staff Meetings, Back-to-School Night, Kick-Off Event, PAC Meetings, Award Assemblies, Parent-Teacher Conferences, etc. | 9/1/21 | 6/22/22 | Administrator, Chelsea Heights Cheetah Pride Program Team, Guidance Counselor, Teachers |
| 6 | 3 | CHS Wellness Campaign will celebrate successes of good health and provide ongoing promotion of good health, proper hygiene, and illness prevention. | 9/1/21 | 6/22/22 | Administrator, Chelsea Heights Cheetah Pride Program Team, Guidance Counselor, Teachers |
| 7 | 3 | Implement Cheetah Pride Program through participation with celebrations and incentives (i.e. assemblies, raffles, t-shirts, balls, food, party supplies, art supplies, board games, headphones, bicycles, etc.), acknowledging highest point total Cheetah Achievers, and incentives for classes with the highest Cheetah point totals and most improved Cheetah point totals. | 9/1/21 | 6/22/22 | Administrator, Chelsea Heights Cheetah Pride Program Team, Guidance Counselor, Teachers |
| 8 | 3 | To enhance social-emotional learning, we will create Before/After School activities/programs for the students. | 9/1/21 | 6/22/22 | Administrator, Chelsea Heights Cheetah Pride Program Team, Guidance Counselor, Teachers |

# Budget Items

SMART Goal 3

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 8 | To enhance social-emotional learning, administrator will supervise Before/After School activities/programs for the students. | INSTRUCTION - Personnel Services - Salaries / 100-100 | $9,174 | SIA Carryover |
| 7 | Implement Cheetah Pride Program through participation with celebrations and incentives (i.e. assemblies, trips to: zoo, bowling, ice skating, museums, shows, etc., transportation for trips, admissions to events, raffles, t-shirts, balls, food, party supplies, art supplies, board games, headphones, bicycles, etc.), acknowledging highest point total Cheetah Achievers, and incentives for classes with the highest Cheetah point totals and most improved Cheetah point totals. | INSTRUCTION - Purchased Professional & Technical Services / 100-300 | $4,736 | SIA Carryover |
| 7 | Implement Cheetah Pride Program through participation with celebrations and incentives (i.e. assemblies, raffles, t-shirts, balls, food, party supplies, art supplies, board games, headphones, bicycles, etc.), acknowledging highest point total Cheetah Achievers, and incentives for classes with the highest Cheetah point totals and most improved Cheetah point totals. | INSTRUCTION - Supplies & Materials / 100-600 | $5,000 | SIA Carryover |
| 5 | Effectively informing all stakeholders of the importance of Social Emotional Learning through the Cheetah Pride Program events such as Staff Orientation, Monthly Staff Meetings, Back-to School Night, Kick-Off Event, PAC meetings, Award assemblies, Parent-Teacher Conferences, etc. | INSTRUCTION - Supplies & Materials / 100-600 | $1,500 | SIA Carryover |
| 8 | To enhance social-emotional learning, administrator will supervise Before/After School activities/programs for the students. | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | $6,750 | SIA Carryover |
| 1 | Chelsea Heights Cheetah Pride Program Team teachers will be responsible for tracking and analyzing data and communicating with staff, students, and families. | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | $5,211 | SIA Carryover |

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 1 | Chelsea Heights Cheetah Pride Program Team teachers will be responsible for tracking and analyzing data and communicating with staff, students, and families. | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | $7,740 | SIA |
| 8 | FICA -To enhance social-emotional learning, administrator will supervise Before/After School activities/programs for the students. | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $702 | SIA Carryover |
| 8 | FICA -To enhance social-emotional learning, administrator will supervise Before/After School activities/programs for the students. | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $517 | SIA Carryover |
| 1 | FICA -Chelsea Heights Cheetah Pride Program Team administrator will be responsible for supervising tracking and analyzing data and communicating with staff, students, and families | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $399 | SIA Carryover |
| 1 | FICA - Chelsea Heights Cheetah Pride Program Team teachers will be responsible for tracking and analyzing data and communicating with staff, students, and families. | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $592 | SIA |
| 7 | Implement Cheetah Pride Program through participation with celebrations and incentives (i.e. assemblies, trips to: zoo, bowling, ice skating, museums, shows, etc., transportation for trips, admissions to events, raffles, t-shirts, balls, food, party supplies, art supplies, board games, headphones, bicycles, etc.), acknowledging highest point total Cheetah Achievers, and incentives for classes with the highest Cheetah point totals and most improved Cheetah point totals. | SUPPORT SERVICES - Other Purchased Services / 200-500 | $1,200 | SIA Carryover |

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---|---|---|---|---|
| 7 | Implement Cheetah Pride Program through participation with celebrations and incentives (i.e. assemblies, raffles, t-shirts, balls, food, party supplies, art supplies, board games, headphones, bicycles, etc.), acknowledging highest point total Cheetah Achievers, and incentives for classes with the highest Cheetah point totals and most improved Cheetah point totals. | SUPPORT SERVICES - Other Purchased Services / 200-500 | $500 | SIA Carryover |
| 6 | CHS Wellness Campaign will celebrate successes of good health and provide ongoing promotion of good health, proper hygiene, and illness prevention. | SUPPORT SERVICES - Other Purchased Services / 200-500 | $300 | SIA Carryover |
| 5 | Effectively informing all stakeholders of the importance of Social Emotional Learning through the Cheetah Pride Program events such as Staff Orientation, Monthly Staff Meetings, Back-to School Night, Kick-Off Event, PAC meetings, Award assemblies, Parent-Teacher Conferences, etc. | SUPPORT SERVICES - Other Purchased Services / 200-500 | $300 | SIA Carryover |

# 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 |
|---|---|---|---|---|---|---|
| Equipment for STEM-Interactive Floor | 1/3/22 | 6/30/22 | Principals, Directors, Title I Coordinator | FACILITIES - Instructional Equipment / 400-731 | $36,000.00 | Federal Title I (School |
| Installation for STEM Equipment | 1/3/22 | 6/30/22 | Principals, Directors, Title I Coordinator | SUPPORT SERVICES - Purchased Property Services / 200-400 | $2,000.00 | Federal Title I (School |
| Teacher Stipends/Summer School | 7/6/21 | 7/29/21 | Principals, Director, Title I Coordinator | INSTRUCTION - Personnel Services - Salaries / 100-100 | $28,704.00 | Federal Title I (School |
| Teacher Stipends/After School/ ELA/Math/VPA/STEM/SEL | 10/1/21 | 6/30/22 | Principals, Director, Title I Coordinator | INSTRUCTION - Personnel Services - Salaries / 100-100 | $62,282.00 | Federal Title I (School |
| 1:1 Tutoring-Vendor | 1/4/22 | 6/30/22 | Principals, Directors, Title I Coordinator | INSTRUCTION - Purchased Professional & Technical Services / 100-300 | $25,000.00 | Federal Title I (School |
| License Renewals for adaptive software for use with Extended Day Programs | 7/1/21 | 6/30/22 | Principals, Director, Title I Coordinator | INSTRUCTION - Other Purchased Services / 100-500 | $32,272.00 | Federal Title I (School |
| Instructional supplies and technology to support extended day/year programs and to enhance the existing curriculum | 7/1/21 | 6/30/22 | Principals, Director, Title I Coordinator | INSTRUCTION - Supplies & Materials / 100-600 | $61,524.00 | Federal Title I (School |

| Resource / Description | Start Date | End Date | Assigned To | Funding Category / | Funding Requested | Funding Resource |
|---|---|---|---|---|---|---|
| Staff Training Stipends/PLC's | 9/1/21 | 6/30/22 | Principals, Directors, Title I Coordinator | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | $21,439.00 | Federal Title I (School |
| Administrative Salary for various extended day activities | 10/4/21 | 6/30/22 | Principals, Directors, Title I Coordinator | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | $13,298.00 | Federal Title I (School |
| Support Staff various Extended Day Programs | 10/1/21 | 4/29/22 | Principals, Director, Title I Coordinator | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | $28,659.00 | Federal Title I (School |
| MyOn Assistants | 7/1/21 | 6/30/22 | Principals, Director, Title I Coordinator | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | $30,360.00 | Federal Title I (School |
| FICA | 7/1/21 | 6/30/22 | Principals, Director, Title I Coordinator | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | $14,133.00 | Federal Title I (School |
| Professional Development Consultants | 7/1/21 | 6/30/22 | Principal, Director, Title I Coordinator | SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300 | $4,798.00 | Federal Title I (School |

| Resource / Description | Start Date | End Date | Assigned To | Funding Category / | Funding Requested | Funding Resource |
|---|---|---|---|---|---|---|
| Workshop Registration and Professional Development Courses | 9/1/21 | 6/30/22 | Principals, Directors, Title I Coordinator | SUPPORT SERVICES - Other Purchased Services / 200-500 | $8,649.00 | Federal Title I (School |
| edConnect license renewal | 7/1/21 | 6/30/22 | Principal, Director, Title I Coordinator | SUPPORT SERVICES - Other Purchased Services / 200-500 | $2,265.00 | Federal Title I (School |
| Transportation and meals for various educational activities | 7/1/21 | 6/30/22 | Principals, Directors, Title I Coordinator | SUPPORT SERVICES - Other Purchased Services / 200-500 | $1,145.00 | 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 | $9,174 | $9,174 |
| INSTRUCTION | Purchased Professional & Technical Services | 100-300 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $9,736 | $9,736 |
| INSTRUCTION | Other Purchased Services | 100-500 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $1,000 | $1,000 |
| INSTRUCTION | Supplies & Materials | 100-600 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $12,223 | $12,223 |
| INSTRUCTION | Other Objects | 100-800 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| INSTRUCTION | Sub-total | | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $32,133 | $32,133 |
| SUPPORT SERVICES | Personnel Services - Salaries | 200-100 | $0 | $0 | $0 | $0 | $0 | $0 | $60,752 | $57,746 | $118,498 |
| SUPPORT SERVICES | Personnel Services - Employee Benefits | 200-200 | $0 | $0 | $0 | $0 | $0 | $0 | $4,646 | $5,121 | $9,767 |
| SUPPORT SERVICES | Purchased Professional & Technical Services | 200-300 | $0 | $0 | $0 | $0 | $0 | $0 | $2,902 | $0 | $2,902 |
| 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 | $2,300 | $2,300 |
| SUPPORT SERVICES | Travel | 200-580 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| SUPPORT SERVICES | Supplies & Materials | 200-600 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| SUPPORT SERVICES | Other Objects | 200-800 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| SUPPORT SERVICES | Indirect Costs | 200-860 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |
| SUPPORT SERVICES | Sub-total | | $0 | $0 | $0 | $0 | $0 | $0 | $68,300 | $65,167 | $133,467 |
| 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 | $68,300 | $97,300 | $165,600 |

## 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 | $372,528 | $0 | $372,528 |
| Total | $0 | $372,528 | $0 | $372,528 |

## 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 |
| | | 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:    Kenneth Flood

Title:              Principal

Date:              09/08/2021

# District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

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

Certified By:      Michael Bird

Title:                 Director

Date:                07/23/2021

# ASP District CSA Certification and Approval Page

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

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

Certified By:     Michael Bird

Title:              Director

Date:              09/08/2021