

Dr Martin Luther King Jr School Complex

District: ATLANTIC CITY

County: ATLANTIC

Team: South

School Identification: Targeted Support

Targeted Subgroup: Hispanic

CDS: 010110140

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	Jodi Burroughs	Yes	No	Yes		
Assistant Principal	Cherise Burroughs	Yes	Yes	Yes		
Teacher	Peona Harrington	Yes	Yes	Yes		
Teacher	Kareema Jones	Yes	Yes	Yes		
ELA Coach	Deborah Moore	Yes	Yes	Yes		
Math Coach	Elizabeth Kelly	Yes	No	Yes		
Teacher	Samantha Wallace	Yes	Yes	Yes		
Parent	Laketa Timberlake	Yes	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/20/2021	Smart Goal Development	Yes	Yes
04/20/2021	Smart Goal Development	Yes	Yes
05/04/2021	Smart Goal Development	Yes	Yes
09/30/2021	Smart Goal Development	Yes	Yes
05/06/2021	Smart Goal Development	Yes	Yes
10/05/2021	Progress Monitoring, Smart Goal Development	Yes	Yes
11/09/2021	Progress Monitoring, Smart Goal Development	Yes	Yes
05/20/2021	Smart Goal Development	Yes	Yes
12/09/2021	Progress Monitoring, Smart Goal Development	Yes	Yes
09/20/2021	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	Language Arts	K-8	Yes	Yes	Yes	Remote learning did interfere with the assurance of learning outcomes for all students.
I-Ready	Math	K-8	Yes	Yes	Yes	Remote learning did interfere with the assurance of learning outcomes for all students.

STUDENT ACHIEVEMENT									
Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.	Student Group	ELA	Math	Alg1	Alg2	Geo	There was no NJSLA for 2020-2021.	There was no NJSLA for 2020-2021.
		Schoolwide	25.6 %	16.2%	63%				
		White	38.1 %	38.1%					
		Hispanic	30.8 %	24.6%	*				
		Black or African American	23.4 %	12.6%	54%				
		Asian, Native Hawaiian, or Pacific Islander	*	*	*				
		American Indian or Alaska Native							
		Two or More Races	*	*					
		Female	36.3 %	19.7%	*				
		Male	16.4 %	13.2%	*				
		Economically Disadvantaged Students	25.7 %	15.2%	*				
		Non-Economically Disadvantaged Students	24.1 %	27.6%	*				
		Students with Disabilities	*	*					
		Students without Disabilities	*	*	63%				
		English Learners	17.6 %	35.3%					
Non-English Learners	26%	15.2%	63%						
Homeless Students	13.3 %	13.3%							
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	
		Military-Connected Students						
		Migrant Students						

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				There was no NJSLA for 2020-2021.	There was no NJSLA issued for 2020-2021.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	6%	3%			
		White					
		Hispanic	7%	0%			
		Black or African	6%	2%			
		Asian, Native	*				
		American Indian or	*	*			
		Two or More Races					
		Female	9%	3%			
		Male	3%	3%			
		Economical ly		4%			
		Non-Economical		0%			
		Students with					

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without					
		English Learners		*			
		Non-English		3%			
		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	Because there was NJSLA, there were no SGPs calculated.	Because there was NJSLA, there were no SGPs calculated.
		Schoolwide	44.5%	51%		
		White	*	*		
		Hispanic	59%	52%		
		Black or African American	43%	51%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	54%	53%		
		Male	38%	47%		
		Economically Disadvantaged	45%	50%		
		Non-Economically Disadvantaged				
		Students with Disabilities	30%	36%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	59.5%	53%		
		Non-English Learners				
		Homeless Students	27%	*		
		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					There were only three benchmark assessments given. Approximately 66% of the student body continued to work remotely, Even with monitoring that was done via GoGuardian, student data is still unreliable. Many students did not take advantage of working on the I-Ready Learning path which would support growth on the assessments. As a school we did not invest a lot in the outcomes, especially in the primary grades.	There were only three benchmark assessments given. Approximately 66% of the student body continued to work remotely, Even with monitoring that was done via GoGuardian, student data is still unreliable. Many students did not take advantage of working on the I-Ready Learning path which would support growth on the assessments. As a school we did not invest a lot in the outcomes, especially in the primary grades.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	81%	83%	70%	0%		
		1	89.1%	89%	76%	0%		
		2	91.6%	93%	73%	0%		
		3	93.2%	96%	71%	0%		
		4	98%	98%	78%	0%		
		5	89%	92%	81%	0%		
		6	92.8%	96%	84%	0%		
		7	91.5%	98%	90%	0%		
		8	90%	96%	77%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	76%	82%	75%	0%		
		1	91%	89%	83%	0%		
		2	89.5%	91%	76%	0%		
		3	94.9%	96%	77%	0%		
		4	100%	100%	89%	0%		
		5	92%	95%	86%	0%		
		6	96%	98%	88%	0%		
		7	88%	95%	87%	0%		
		8	90%	98%	90%	0%		
		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	There were only three benchmark assessments given. Approximately 66% of the student body continued to work remotely, Even with monitoring that was done via GoGuardian, student data is still unreliable. Many students did not take advantage of working on the I-Ready Learning path which would support growth on the assessments. As a school we did not invest a lot in the outcomes, especially in the primary grades.	There were only three benchmark assessments given. Approximately 66% of the student body continued to work remotely, Even with monitoring that was done via GoGuardian, student data is still unreliable. Many students did not take advantage of working on the I-Ready Learning path which would support growth on the assessments. As a school we did not invest a lot in the outcomes, especially in the primary grades.
		K	71%	67%	64%	0%		
		1	39%	27%	36%	0%		
		2	32%	22%	22%	0%		
		3	35%	32%	26%	0%		
		4	19%	19%	18%	0%		
		5	26%	17%	19%	0%		
		6	19%	15%	27%	0%		
		7	23%	17%	30%	0%		
		8	24%	25%	31%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
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	K	48%	48%	60%	0%	There were only three benchmark assessments given. Approximately 66% of the student body continued to work remotely, Even with monitoring that was done via GoGuardian, student data is still unreliable. Many students did not take advantage of working on the I-Ready Learning path which would support growth on the assessments. As a school we did not invest a lot in the outcomes, especially in the primary grades.	There were only three benchmark assessments given. Approximately 66% of the student body continued to work remotely, Even with monitoring that was done via GoGuardian, student data is still unreliable. Many students did not take advantage of working on the I-Ready Learning path which would support growth on the assessments. As a school we did not invest a lot in the outcomes, especially in the primary grades.
		1	40%	12%	23%	0%		
		2	19%	23%	19%	0%		
		3	11%	11%	7%	0%		
		4	15%	13%	18%	0%		
		5	7%	11%	13%	0%		
		6	13%	16%	18%	0%		
		7	5%	10%	20%	0%		
		8	12%	12%	18%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	81.8%	Students performed higher than expected in the last WIDA given.	Students performed higher than expected in the last WIDA given.

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	540	Enrollment varied somewhat during pandemic as families moved from one area to another. Many were displaced for various reasons.	Enrollment varied somewhat during pandemic as families moved from one area to another. Many were displaced for various reasons.
		Subgroup 1 YTD Student Enrollment Average	88		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	89.45%	Attendance mirrored enrollment and varied somewhat during pandemic as families moved from one area to another. Many were displaced for various reasons.	Attendance mirrored enrollment and varied somewhat during pandemic as families moved from one area to another. Many were displaced for various reasons.
		Subgroup 1 YTD Student	92.70%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.00%	Despite efforts from teachers, staff, administrators, truancy, chronic absenteeism varied throughout the year.	Despite efforts from teachers, staff, administrators, truancy, chronic absenteeism varied throughout the year.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	95.13%	Staff attendance remained good throughout the hybrid/remote learning.	Staff attendance remained good throughout the hybrid/remote learning.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	Discipline was limited due to remote/hybrid learning model.	Discipline was limited due to remote/hybrid learning model.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		During this hybrid learning environment, appx 25% of students responded and 72% of staff participated.	For our spring survey, 72% of staff participated.

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
Students in Foster Care						

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.				
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT				
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	16		
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	16		
		% of students who scored 4 or 5 on the PARCC assessment	63%		

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	LoTi evaluation tool. Teachers are participating in portfolio assessment.		All teachers received observations. Some teachers were on LOA for a large portion of the school year.
		Observation Waiver?	No		
		# Teachers to Evaluate	57		
		# Non-tenure teachers (years 1 & 2)	6		
		# Non-tenure teachers (years 3 & 4)	11		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	15		
		Observations	Total		
		# Scheduled	90		
		# Completed	90		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		
		# Highly Effective	1		
		# Effective	69		
		# Partially Effective	1		
		# Ineffective	0		

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	PLC groups are meeting consistently and working within the short term cycle. Our PLCs reflect the rich professional development on unpacking the standards and learning targets. PLCs groups regularly meet to discuss student data and plan collaboratively to address areas of need. All groups are the short term cycle template with guiding questions to support the analysis of data.	PLC groups are currently working towards using the SLOs to create multiple units of study.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	2-Emerging		
	5	A	1-Not Addressed		
Assessment	1	A	2-Emerging	Pre assessments and formative assessment are created to target essential standards. Teachers have begun collaborating to use the data to drive instruction. Summative assessments are used in some content areas and grade-levels.	PLCs working on common formative assessments.
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	PLC groups create measurable goals that identify targeted skills based on essential standards and use assessment results to drive instruction.	PLCs will focus on essential standards.
	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	The collegial nature of the shared leadership is enhanced through the use of PLCs at the school. The focus on data including, climate data from surveys indicates that the school climate and culture is showing growth in many directions.	Continue to work on ways to improve student behaviors and accountability through SEL lessons and activities.
	2	A 2-Emerging		
	3	A 3-Developing		
	4	A 2-Emerging		
	5	A 2-Emerging		
	6	A 2-Emerging		
	7	A 2-Emerging		
	8	A 4-Sustaining		
	9	A 4-Sustaining		
	10	A 3-Developing		
	11	A 3-Developing		
	12	A 3-Developing		
	13	A 3-Developing		
	14	A 3-Developing		
Teacher and Principal Effectiveness	1	A 2-Emerging	Through the move to technology and remote learning, teachers have found that GoGuardian was one effective way to monitor learning while using various platforms for engage students in learning.	Continue work in PLCs.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Curriculum and Standards	Although our school was unable to meet the typical growth expectation of 50% in ELA on the I-Ready diagnostic assessment, 32% of our students did have an improved placement.	A large portion of the school population opted out of in-person instruction resulting in limited and/or inaccurate I-Ready diagnostic assessment participation and individual pathway participation. The in-person students were subjected to inconsistent delivery methods impairing sustainable academic growth.	Hispanic	1	Implement comprehensive participation and reporting of all students during the I-Ready assessment windows. Evaluation of student data based on growth and mastery of essential standards by all stakeholders.
				2	Analyze acquisition of ELA standards through explicit, differentiated and remedial instruction to accomplish student growth and standard mastery. Students will engage in daily reading, word study and writing to acquire within, beyond and about thinking as it applies to text.
				3	Utilize Pre-Assessments, Formative Assessments, and Summative Assessments to evaluate learning gaps. Develop instruction to close the gaps that relate to vocabulary, comprehension of literature and informational text.



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	Although our school was unable to meet the typical growth expectation of 50% in Math on the i-Ready diagnostic assessment, 34% of our students did have an improved placement.	A large portion of the school population opted out of in-person instruction resulting in limited and/or inaccurate I-Ready diagnostic assessment participation and individual pathway participation. The in-person students were subjected to inconsistent delivery methods impairing sustainable academic growth.	Hispanic	1	Ensure full participation and reporting in the I-Ready cycle by all subgroups and grades. Analyze additional student data through school and district assessments by grade level in support of essential standard growth and mastery goals.
				2	Measure math standards progress through targeted instruction, student centered learning, differentiated classroom experiences to enhance student growth and achievement goals. Students engage in daily reasoning and modeling problems to draw conclusions, make decisions and communicate effectively at a higher level of thinking.
				3	Pre-assessments, common formative assessments, and summative assessments will drive grade level instruction and address the learning gaps across the grade bands. Additional focus will be placed on fluency through a variety of practices to obtain a higher level of foundational mastery.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate and Culture, including Social and Emotional Learning	The collective trauma and adverse experiences resulting from the Global Pandemic indicate a need for increased social emotional learning and resiliency development.	The increase in community dysfunction and unrest, coupled with the effects of COVID-19 has caused a lack of social interactions during remote learning. The concerns with academic, social, and disciplinary issues due to the changes in routine and expectations will be increased in the 2021-2022.	Hispanic	1	Train teachers and staff members in neuroscience and the effects of trauma on learning.
				2	Train teachers and staff members in strategies to self-regulate.
				3	Staff begins to implement self-regulation and resilience strategies to create trauma sensitive classrooms.
Effective Instruction	Although teachers have begun utilizing the PLC process, they are still in need of continued professional development to implementing the essential actions within the short term cycle, unpacking standards, creating formative assessments, and the use of proficiency scales.	Remote instruction was not attended by everyone, therefore the PLC process did not include the data for every student and teachers were introduced to proficiency scales.	Hispanic	1	Train teachers and staff members in PLC process.
				2	Train teachers in unpacking essential standards, and the creation of formative assessments.
				3	Train teachers in the use of proficiency scales.

SMART Goal 1

By June 2022, 35% of students in grades 1-8 at Dr. MLK School Complex will reach typical growth in reading according to the iReady Scale Score Placement Table.

Priority Performance Although our school was unable to meet the typical growth expectation of 50% in ELA on the I-Ready diagnostic assessment, 32% of our students did have an improved placement.

Strategy 1: Implement comprehensive participation and reporting of all students during the I-Ready assessment windows. Evaluation of student data based on growth and mastery of essential standards by all stakeholders.

Strategy 2: Analyze acquisition of ELA standards through explicit, differentiated and remedial instruction to accomplish student growth and standard mastery. Students will engage in daily reading, word study and writing to acquire within, beyond and about thinking as it applies to text.

Strategy 3: Utilize Pre-Assessments, Formative Assessments, and Summative Assessments to evaluate learning gaps. Develop instruction to close the gaps that relate to vocabulary, comprehension of literature and informational text.

Target Population: Hispanic

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 90% of students at the Dr. Martin Luther King, Jr. School Complex will take the I-Ready Reading Diagnostic Assessment when working in the physical class setting and 50% of students will complete the assessment if there is an interruption in in-person instruction and working remotely. This is based on the participation rate while working remotely during COVID-19 and the primary working without devices.	District Assessments
Feb 15	By February 15, 2022, 35% of students at the Dr. Martin Luther King, Jr. School Complex will be at or above the 40% progress to annual typical growth mark in reading as measured by the iReady reading diagnostic.	District Assessments
Apr 15:	By April 15, 2022, 35% of students at the Dr. Martin Luther King, Jr. School Complex will be at or above the 80% progress to annual typical growth mark in reading as measured by the iReady reading diagnostic.	District Assessments
Jul 1	By June 2022, 35% of students in grades 1-8 at Dr. MLK School Complex will reach typical growth in reading according to the iReady Scale Score Placement Table.	District Assessments

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Provide summer school including Visual and Performing Arts, for all students with an emphasis on Hispanic students and low performing students based upon i-Ready, SRI and additional district and school based Benchmark data.	7/1/21	7/30/21	Admin/Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	3	During the Summer Retreat, the School Leadership Team will meet to review S.M.A.R.T. goals, assign responsibilities and deadlines, and revise procedures for the 2021-2022 school year	7/1/21	9/1/21	Admin/SLT/Teachers
3	1	Purchase adaptive software/assistive technology and alternative seating.	7/1/21	12/31/21	Admin/SLT
4	3	Teachers will administer district initial assessment, analyze data, and form guided reading groups based on the assessment data.	9/1/21	6/30/22	Admin/Teachers
6	1	Provide monthly ongoing ELA professional development for teachers	9/1/21	6/30/22	Admin/Coaches/Teachers
7	3	Provide students with intervention period during a new ninth period during the school day.	9/1/21	6/30/22	Admin/STL/Teachers
8	3	Provide teachers with supplies and materials with training for intervention period.	7/1/21	6/30/22	Admin/SLT
9	3	Compete in local, regional, and state competitions, ie. Spelling Bee	10/1/21	6/30/22	Admin/Teachers
10	3	Create and sustain Literacy Team with teachers from each grade level band, specialists, and content areas to create and maintain school wide focus on vocabulary acquisition.	10/18/21	6/30/22	Admin/Coaches/Teachers
11	3	Provide devices toward one to one technology and refine their use during in-person instruction	12/1/21	6/30/22	District/Admin/Tech Coord
12	3	Purchase in-class books and Digital books for students	12/6/21	6/30/22	Admin/Coaches
13	3	Purchase and provide Professional development materials for faculty and staff including technology to be delivered in-person and virtually.	12/6/21	6/30/22	Admin/SLT/TEachers
14	2	Provide continuous professional development sessions for technology use in the classroom	12/6/21	6/30/22	Admin/Tech Coor/Teachers/Staff
15	1	Form a Monitoring Interventions Team (MIT) to meet once per month to review, analyze and disaggregate data for teams to ensure compliance	11/1/21	6/30/22	Admin/Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
16	3	Continued enhancement of school website to include ELA tips, resources and information for parents.	8/2/21	6/30/22	Admin/SLT/Tech
17	3	Purchase headsets for students' individual use	7/1/21	6/30/22	Admin/SLT
18	2	Provide parents with in-person meetings and/or webinars, resources on how to target areas for student improvement	12/6/21	6/30/22	Admin/SLT/Tech
19	2	Purchase tech equipment and/or software for instruction	12/6/21	6/30/22	Dist/Admin/SLT/Tech

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teacher Stipends/Summer School	INSTRUCTION - Personnel Services - Salaries / 100-100	\$18,887	Federal Title I (School Allocation)
4	Purchase assistive technology and alternative seating.	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$3,000	SIA Carryover
17	Purchase headsets with mics for in school use	INSTRUCTION - Supplies & Materials / 100-600	\$10,000	SIA Carryover
19	Purchase Document cameras, projectors, Ladibugs	INSTRUCTION - Supplies & Materials / 100-600	\$7,500	Federal Title I (School Allocation)
8	Purchase intervention materials.	INSTRUCTION - Supplies & Materials / 100-600	\$6,408	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
9	Spelling Bee competition supplies	INSTRUCTION - Supplies & Materials / 100-600	\$200	Federal Title I (School Allocation)
14	Provide listening centers (audio-book station supplies)	INSTRUCTION - Supplies & Materials / 100-600	\$2,000	Federal Title I (School Allocation)
12	Purchase additional classroom/bookroom books and digital books	INSTRUCTION - Supplies & Materials / 100-600	\$7,000	Federal Title I (School Allocation)
9	Spelling Bee Competition fees	INSTRUCTION - Other Objects / 100-800	\$100	SIA Carryover
2	Summer Retreat	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$8,522	SIA
16	Professional development for co-teaching	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,500	SIA Carryover
5	Provide Professional development for technology techniques for use in the classroom	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$7,500	SIA Carryover
1	Support Sal/Summer School	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,107	Federal Title I (School Allocation)
16	FICA-PD Co-Teaching	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$191	SIA Carryover
5	FICA-PD Tech Techniques	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$574	SIA Carryover

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$652	SIA
1	FICA/Summer School	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,682	Federal Title I (School Allocation)
13	Purchase PD - in-person and virtual to target student growth	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$7,000	SIA Carryover
18	Purchase materials/supplies/incentives for parent meetings and or webinars	SUPPORT SERVICES - Supplies & Materials / 200-600	\$3,000	SIA Carryover
13	Purchase hard copy and digital resources for professional development	SUPPORT SERVICES - Supplies & Materials / 200-600	\$5,000	SIA Carryover

SMART Goal 2

By June 2022, 35% of students in grades 1-8 at Dr. MLK School Complex will reach typical growth in mathematics according to the iReady Scale Score Placement Table.

Priority Performance Although our school was unable to meet the typical growth expectation of 50% in Math on the i-Ready diagnostic assessment, 34% of our students did have an improved placement.

Strategy 1: Ensure full participation and reporting in the I-Ready cycle by all subgroups and grades. Analyze additional student data through school and district assessments by grade level in support of essential standard growth and mastery goals.

Strategy 2: Measure math standards progress through targeted instruction, student centered learning, differentiated classroom experiences to enhance student growth and achievement goals. Students engage in daily reasoning and modeling problems to draw conclusions, make decisions and communicate effectively at a higher level of thinking.

Strategy 3: Pre-assessments, common formative assessments, and summative assessments will drive grade level instruction and address the learning gaps across the grade bands. Additional focus will be placed on fluency through a variety of practices to obtain a higher level of foundational mastery.

Target Population: Hispanic

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 90% of students at the Dr. Martin Luther King, Jr. School Complex will take the iReady Reading Diagnostic Assessment when working in the physical class setting and 50% of students will complete the assessment if working remotely. This is based on the participation rate while working remotely during COVID-19 and the primary working without devices.	District Assessments
Feb 15	By February 15, 2022, 35% of students at the Dr. Martin Luther King, Jr. School Complex will be at or above the 40% progress to annual typical growth mark in math as measured by the iReady math diagnostic.	District Assessments
Apr 15:	By April 15, 2022, 35% of students at the Dr. Martin Luther King, Jr. School Complex will be at or above the 80% progress to annual typical growth mark in math as measured by the iReady math diagnostic.	District Assessments
Jul 1	By June 2022, 35% of students in grades 1-8 at Dr. MLK School Complex will reach typical growth in mathematics according to the iReady Scale Score Placement Table.	District Assessments

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Provide summer school including STEM Camp for all students with an emphasis on Hispanic students and low performing students based upon Benchmark data.	7/1/21	7/31/21	District/Building Admin & Teachers
2	2	Provide targeted professional development during MLK Summer Institute with an emphasis on remote learning. Topics will include, but not limited to, a google classroom module series, development and creation of webinars for parents and guardians to share remote learning strategies and technology applications.	7/1/21	7/31/21	Building Admin

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Within the Summer Retreat, the School Leadership Team will meet to review S.M.A.R.T. goals, assign responsibilities, and revise procedures for the 2020-2021 school year	7/1/21	8/1/21	School Leadership Team (SLT)
4	1	Administer district initial Assessment and analyze data.	9/1/21	10/15/21	Teachers
5	1	Assigned members of the school leadership team will monitor benchmark participation and report to the data team in order to ensure timely completion and reporting from all grade levels.	9/1/21	6/30/22	(SLT)
6	2	Provide MakerSpace experiences for students to increase proficiency in problem solving skills.	9/1/21	6/30/22	Teachers
7	2	Provide Stay at home STEM instruction to students with focus on problem solving	10/1/21	6/30/22	Admin/SLT/Teachers
8	2	Provide continued professional development in mathematics, data disaggregation and strategies approaches.	10/1/21	6/30/22	District Coach
9	2	Teachers will meet in PLCs to analyze data weekly to set intervention and enrichment activities in place for students within Tier 1 instruction and identify students for Tier 2 or Tier 3 instruction.	10/15/21	5/31/22	Teachers
10	2	Create data teams to analyze data and prescribe school based and individual professional development plans.	7/1/21	6/30/22	School Admin/SLT
11	2	Provide SAT prep for targeted students in middle school grades.	9/1/21	6/30/22	Admin/Staff/SLT
12	2	Provide additional monthly targeted curriculum and methods professional development for all K-5 teachers.	11/3/21	5/28/22	Admin/SLT/Coaches/Teachers
13	2	Provide additional monthly curriculum and methods targeted professional development for middle school teachers.	11/3/21	5/28/22	Admin/SLT/Coaches/Teachers
14	2	Purchase and implement the use of pre-made mathematics centers.	10/12/21	6/30/22	
15	2	Secure technology to ensure 1:1 match and to increase equitable learning environment.	11/2/21	6/30/22	Admin/SLT/Teachers

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
16	2	Provide additional Saturdays and after school STEM opportunities for competition in, but not limited to the First LEGO League and SeaPerch Math and engineering	10/15/21	6/30/22	Admin/SLT/Teachers
17	2	Provide staff for additional students' opportunities for after school and Saturdays STEM/robotics training for competition.	10/15/21	6/30/22	Admin/SLT/Teachers
18	1	Provide ongoing professional development for teachers to collaborate on effectively prioritizing curriculum standards and planning cohesive lessons especially within co-teaching models.	7/1/21	6/30/22	Admin/SLT
19	2	Staff members and outside resources will provide parents with a framework, webinars, and other resources for better understanding of remote learning and the use of technological devices.	7/1/21	6/30/22	Admin/SLT/DIS
20	2	Continued enhancement to our school website to include information pertaining to remote learning educational sessions and resources for parents and staff members. A message from the principal will be included to highlight the importance of the information.	7/1/21	6/30/22	Admin/DIS
21	3	Provide Coding Camp in addition to Saturday STEM activities.	9/1/21	6/30/22	A=District/Admin
22	2	Provide Smart Pals for students	12/1/21	6/30/22	Admin
23	2	Purchase/provide dry erase kits for students	12/1/21	6/30/22	Admin/SLT/ Coaches
25	2	Purchase headphones with mic for at home use during remote learning	12/1/21	6/30/22	Admin/SLT

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
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Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teacher Stipends/Summer School	INSTRUCTION - Personnel Services - Salaries / 100-100	\$18,887	Federal Title I (School Allocation)
25	Purchase headphones with mics for "at home" use during remote instruction	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (School Allocation)
24	Purchase "at home" STEM kits for students	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (School Allocation)
23	Purchase Dry-Erase kits for students	INSTRUCTION - Supplies & Materials / 100-600	\$1,580	Federal Title I (School Allocation)
22	Purchase Smart Pals	INSTRUCTION - Supplies & Materials / 100-600	\$1,500	Federal Title I (School Allocation)
15	Purchase 1:1 technology	INSTRUCTION - Supplies & Materials / 100-600	\$4,383	Federal Title I (School Allocation)
14	Purchase and implement the use of pre-made mathematics centers	INSTRUCTION - Supplies & Materials / 100-600	\$2,500	Federal Title I (School Allocation)
8	PD for teacher	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,000	SIA Carryover
8	Provide PD for teachers after school hours	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$28,000	SIA Carryover
8	Math Coach	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$45,407	SIA
12	Provide professional development sessions for grades K-5	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$4,000	SIA

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	Provide professional development for staff in mathematics	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$10,000	SIA
1	Support Sat/Summer School	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,108	Federal Title I (School Allocation)
8	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$2,295	SIA Carryover
8	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$765	SIA
12	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$306	SIA
8	Math Coach/TPAF-Health Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$26,780	SIA
1	FICA/ Summer School	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,683	Federal Title I (School Allocation)
8	PD for teacher	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$9,630	SIA Carryover

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
7	Professional development for Adaptive Software	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$3,000	SIA Carryover
11	Provide enrichment sessions for students in grades 5-8 toward SAT growth	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$6,373	SIA Carryover
11	Provide materials, supplies and incentives for enrichment sessions	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,500	Federal Title I (School Allocation)

SMART Goal 3

By June 2022, 75% of staff members will receive training and strategies that support the Social Emotional Learning initiative.

Priority Performance The collective trauma and adverse experiences resulting from the Global Pandemic indicate a need for increased social emotional learning and resiliency development.

Strategy 1: Train teachers and staff members in neuroscience and the effects of trauma on learning.

Strategy 2: Train teachers and staff members in strategies to self-regulate.

Strategy 3: Staff begins to implement self-regulation and resilience strategies to create trauma sensitive classrooms.

Target Population: Hispanic

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, staff will have received 30% of the yearlong training in SEL methodology, and have begun implementing it with students.	Agendas Sign in sheets Walkthroughs
Feb 15	By February 15, 2022, staff will have received 50% of the yearlong training in SEL methodology and have begun implementing it with students.	Agendas Sign in sheets Walkthroughs
Apr 15:	By April 15, 2022, staff will have received 80% of the yearlong training in SEL methodology and have begun implementing it with students.	Agendas Sign in sheets Walkthroughs

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2022, 75% of staff members will receive training and strategies that support the Social Emotional Learning initiative.	Agendas Sign in sheets Walkthroughs

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	90% of staff members will participate in a Social Emotional Learning needs assessment survey.	9/1/21	11/1/21	Admin/SLT/Teacher
2	2	Implement monthly SEL professional development initiatives for staff members by utilizing outside consultants for ongoing SEL training.	9/1/21	6/30/22	Admin/SLT
3	3	From professional development create a schoolwide shared SEL vision for students with norms, expectations, and consequential steps.	9/1/21	6/30/22	Admin/SLT/Teachers
4	3	From professional development, create a school based SEL committee/team/PLC.	9/1/21	6/30/22	Admin/SLT
5	3	From professional development,create a student liaison committee to work with staff and administration meeting monthly.	9/1/21	6/30/22	Admin/SLT/Teachers
6	3	From professional development create peer mediation groups.	9/1/21	6/30/22	Admin/SLT/Teachers
7	3	From professional development, create Crisis Intervention Statistics Monitoring team (ISMT) to meet monthly to review, analyze and disaggregate data for teams.	9/1/21	6/30/22	Admin/SLT
8	3	Provide information regarding and access to wrap around services	8/2/21	6/30/22	Admin/SLT/Guidance
9	3	Provide incentives for students and families for SEL as a school-based initiative.	7/13/21	6/30/22	Admin/SLT/Teachers

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
10	3	Initiate student government to further support SEL.	8/16/21	6/30/22	Admin/SLT/Teachers
11	2	Display visual reminders around school to support SEL initiatives.	7/1/21	6/30/22	Admin/SLT
12	3	Include mindfulness moments into each school day.	9/1/21	6/30/22	Admin/SLT/Teachers
13	3	Increase parental involvement using Mindfulness and Me parent/child bi-monthly meetings.	8/2/21	6/30/22	Admin/SLT/Teachers
14	3	Purchase individual yoga mats and other supplies for mindfulness, in light of COVID 19.	7/1/21	6/30/22	Admin/SLT/Teachers
15	3	Provide SEL, mindfulness and trauma based professional development for staff	7/1/21	6/30/22	Admin/SLT/Teachers
16	3	Provide interventions during the 9th period of the day which address students' need for SEL.	9/1/21	6/30/22	Admin/SLT/Teachers
17	2	Purchase professional resources for staff in SEL	7/1/21	6/30/22	Admin/SLT/Teachers
18	2	Purchase digital sessions/resources for staff in SEL	10/1/21	6/30/22	Admin/SLT
19	3	Provide enrichment activities for students during the ninth period in SEL.	10/1/21	6/30/22	Admin/SLT/Teachers
20	3	Create and furnish a designated space for SEL support and use and give staff professional development in its use.	8/2/21	3/31/22	Admin/SLT/Counselor/REsilience team/Teachers
21	3	Initiate and continue monthly school solidarity days coinciding with emotional health targets	9/1/21	6/30/22	Admin/SLT/Staff
22	3	Parent & child SEL activities	9/1/21	6/30/22	Admin/Staff

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
13	Mindfulness and Me sessions for parents and their child(ren)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$4,510	SIA Carryover
19	Purchase virtual assembly experiences for students	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$8,000	SIA Carryover
18	Purchase online sessions and accompanying materials	INSTRUCTION - Other Purchased Services / 100-500	\$8,000	SIA Carryover
21	Provide incentives for students for solidarity activities	INSTRUCTION - Supplies & Materials / 100-600	\$15,000	Federal Title I (School Allocation)
20	Purchase furnishings and supplies/materials for SEL space	INSTRUCTION - Supplies & Materials / 100-600	\$6,186	SIA
14	Supplies for mindfulness for students and instructorsSupplies for SEL initiative	INSTRUCTION - Supplies & Materials / 100-600	\$10,000	Federal Title I (School Allocation)
1	Supplies for SEL initiative	INSTRUCTION - Supplies & Materials / 100-600	\$6,500	Federal Title I (School Allocation)
13	Supplies for Mindfulness and Me sessions	INSTRUCTION - Supplies & Materials / 100-600	\$4,602	Federal Title I (School Allocation)
9	Supplies and incentives for school-wide recognition/initiative	INSTRUCTION - Supplies & Materials / 100-600	\$5,273	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
22	Parent student activities	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$5,000	SIA Carryover
22	Orientation	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,500	SIA Carryover
7	Crisis intervention team meetings impacted by chronic absenteeism (monthly)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$5,000	SIA Carryover
13	FICA-Mindfulness	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$345	SIA Carryover
22	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$498	SIA Carryover
7	FICA-Crisis Intervention	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$382	SIA Carryover
15	Provide mindfulness training and trauma based training for teachers	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$10,000	Federal Title I (School Allocation)
1	Provide Professional development in SEL via outside provider	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$6,226	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Provide Professional development in SEL via outside provider	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,774	SIA
20	Purchase furnishings and supplies/materials for SEL space	SUPPORT SERVICES - Supplies & Materials / 200-600	\$4,569	Federal Title I (School Allocation)
17	Purchase professional development materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$5,000	SIA Carryover

SMART Goal 4

By June 2022, 75% of teachers will be fully trained and will utilize the PLC process to unpack essential standards, create formative assessments and use proficiency scales to improve practice and improve student learning.

Priority Performance Although teachers have begun utilizing the PLC process, they are still in need of continued professional development to implementing the essential actions within the short term cycle, unpacking standards, creating formative assessments, and the use of proficiency scales.

Strategy 1: Train teachers and staff members in PLC process.

Strategy 2: Train teachers in unpacking essential standards, and the creation of formative assessments.

Strategy 3: Train teachers in the use of proficiency scales.

Target Population: Hispanic

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 75% of teachers will have received 25% of the yearlong professional development in the implementation of essential actions.	Attendance/sign-ins, agendas
Feb 15	By November 15, 2021, 75% of teachers will have received 50% of the yearlong professional development in the implementation of essential actions.	Attendance/sign-ins, agendas
Apr 15:	By November 15, 2021, 75% of teachers will have received 75% of the yearlong professional development in the implementation of essential actions.	Attendance/sign-ins, agendas

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2022, 75% of teachers will be fully trained and will utilize the PLC process to unpack essential standards, create formative assessments and use proficiency scales to improve practice and improve student learning.	Attendance/sign-ins, agendas

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Provide initial and ongoing professional development on the use of proficiency scales	7/5/21	6/30/22	District/Admin/SLT/T Eachers
2	1	Continue to provide professional development on the PLC process and the use of the short term cycle	7/5/21	6/30/22	District/Admin/SLT/T Eachres/Staff
3	1	Provide training on the use of data to determine the Response to Intervention (RTI)	7/5/21	6/30/22	Admin/Teachers/SLT
4	3	Utilize PLC to analyze data to address parental involvement and support of student learning	7/5/21	6/30/22	Admin/SLT/Staff/Tea chers
5	3	Provide opportunities to virtually connect with Model PLC schools and workshops/presenters and conferences to build capacity.	7/5/21	6/30/22	Admin/SLT/Teachers /Staff
6	3	Utilize PLCs to analyze and examine and build school culture and student growth academically and emotional health	8/23/21	6/30/22	Admin/SLT /Staff/ Teachers
7	2	Provide opportunities for vertical and inter-school PLC meetings to address essential standards	9/1/21	6/30/22	Admin/STL/Teachers

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Provide parental workshops based upon results of multiple sources of data	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$4,000	SIA Carryover
3	Provide training for staff in RTI	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$9,000	SIA Carryover
3	FICA-RTI	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$689	SIA Carryover
4	FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$306	SIA Carryover
6	Provide virtual/in-person professional development sessions with materials on academic growth and SEL	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$10,409	SIA Carryover
5	Provide virtual trainings from professional resources	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$18,824	Federal Title I (School Allocation)

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
STEM equipment-Interactive Floor	1/3/22	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	FACILITIES - Instructional Equipment / 400-731	\$36,000.00	Federal Title I (School
STEM Equipment Installation	1/3/22	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	SUPPORT SERVICES - Purchased Property Services / 200-400	\$2,000.00	Federal Title I (School
Extended Day Programs - Teacher Stipends/ELA & Math, VPA, and STEM	10/5/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	INSTRUCTION - Personnel Services - Salaries / 100-100	\$116,156.00	Federal Title I (School
1:1 Tutoring-Vendor	1/3/22	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$10,000.00	Federal Title I (School
Adaptive Software License Renewals	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	INSTRUCTION - Other Purchased Services / 100-500	\$44,087.00	Federal Title I (School

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Instructional Supplies to support extended day programs and to enhance the existing curriculum	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	INSTRUCTION - Supplies & Materials / 100-600	\$61,067.00	Federal Title I (School
Extended Day Programs - Support Staff	10/5/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$24,167.00	Federal Title I (School
Educator Salary for Supplemental Reading Program (My'On)	9/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$24,840.00	Federal Title I (School
Administrative Salaries for various extended day activities	10/4/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$13,298.00	Federal Title I (School
Training Stipends/PLC Salaries	9/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$37,564.00	Federal Title I (School

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
FICA	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$16,525.00	Federal Title I (School
Professional Development for Adaptive Software	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$7,639.00	Federal Title I (School
Ed Connect Renewal License, Workshop Registration, Professional Development Courses, Transportation and Refreshments for various activities	7/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	SUPPORT SERVICES - Other Purchased Services / 200-500	\$8,917.00	Federal Title I (School
Professional Development Supplies	11/1/21	6/30/22	Principal, Title I Coordinator, Director of Special Projects and Assessments	SUPPORT SERVICES - Supplies & Materials / 200-600	\$16,992.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Intervention s 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	\$37,774	\$0	\$0	\$0	\$0	\$4,510	\$42,284
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$11,000	\$11,000
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$8,000	\$8,000
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$78,038	\$0	\$0	\$0	\$12,594	\$10,000	\$100,632
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$100	\$100
INSTRUCTION	Sub-total		\$0	\$0	\$115,812	\$0	\$0	\$0	\$12,594	\$33,610	\$162,016
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$6,215	\$0	\$0	\$0	\$67,929	\$64,500	\$138,644
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$3,365	\$0	\$0	\$0	\$28,503	\$5,280	\$37,148
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$35,050	\$0	\$0	\$0	\$2,774	\$36,412	\$74,236
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$6,069	\$0	\$0	\$0	\$0	\$13,000	\$19,069
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	\$50,699	\$0	\$0	\$0	\$99,206	\$119,192	\$269,097
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	\$166,511	\$0	\$0	\$0	\$111,800	\$152,802	\$431,113

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	\$166,511	\$0	\$166,511
Other Title 1 Expenditures	\$0	\$419,252	\$0	\$419,252
Total	\$0	\$585,763	\$0	\$585,763

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.	
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.	
x		Curriculum and Standards
x		Effective Instruction
x		Climate and Culture, including Social and Emotional Learning
x		Effective Instruction
x	For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.	
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed By: Jodi Burroughs

Title: Principal

Date: 10/13/2021

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.
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Certified By: Michael Bird

Title: Director

Date: 07/23/2021

ASP District CSA Certification and Approval Page

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

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

Certified By: Michael Bird

Title: Director

Date: