

Richmond Avenue School

District: ATLANTIC CITY

County: ATLANTIC

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 010110120

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
Administration	Shelley Williams	Yes	Yes	Yes		
Administration	Shontai Harris	Yes	Yes	Yes		
Instructional Coach	Jennifer Afanador	Yes	Yes	Yes		
Primary Teacher	Jordan Caldwell	Yes	Yes	Yes		
Early Intervention/District	Lynn Massari	Yes	Yes	Yes		
Special Education Teacher (LRC)	Mary Beth Henain	Yes	Yes	Yes		
ESL Lead Teacher	Brendan Schurr	Yes	Yes	Yes		
Middle School ELA Teacher	Patricia Keeper	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Middle School Science/Chronic	Dr. James McGinn	Yes	Yes	Yes		
Student Services/SEL	Ryan Mulholland	Yes	Yes	Yes		
Custodian	Larry Holland	Yes	No	No		
Technology Coordinator	Frank Stewart	Yes	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/15/2021	Prior Year Evaluation, Priority Performance Needs and Root Cause Analysis	No	No
06/11/2021	Smart Goal Development	Yes	Yes
04/20/2021	Prior Year Evaluation	Yes	Yes
04/13/2021	Prior Year Evaluation	Yes	Yes
05/11/2021	Prior Year Evaluation	Yes	Yes
05/04/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/28/2021	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Reading Recovery	ELA	Selected 20% of First Graders and Identified Hot List Students	Yes	Yes	Yes	In 2020-2021 school year, our intervention staff was merged into classrooms to accommodate the remote and hybrid models. During the 2020-2021 school year, 12 students were selected for Reading Recovery. Unfortunately, only 8 students were able to receive a full intervention due to staff restraints. Of those 8 students, no students discontinued Reading Recovery and were recommended for further interventions.
Leveled Literacy Intervention	ELA	Identified 1st Graders	Yes	Yes	Yes	In 2020-2021 school year, our intervention staff was merged into classrooms to accommodate the remote and hybrid models. During the 2020-2021 school year, 11 first graders were selected for Leveled Literacy Intervention (LLI). Of those 11 students, only 8 students continued to receive a full intervention due to staffing restraints. Of those 8 students, all were recommended for further 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)
Literacy Lessons	ELA	Identified 3rd Graders	Yes	Yes	Yes	In 2020-2021 school year, our intervention staff was merged into classrooms to accommodate the remote and hybrid models. During the 2020-2021 school year, 2 students in Grade 3 received a full round of Literacy Lessons. Of those 2 students, both were recommended for additional support in reading and writing.
English as a Second Language (ESL)	Language Acquisition/ ELA	Eligible Students in K-8	Yes	Yes	Yes	During the 2020-2021 school year, Richmond Avenue School had 4 ESL staff members to service 183 students in Kindergarten through 8th grade. One teacher worked remotely and was transferred to another school. The ESL staff serviced students in guided reading as well as taught classrooms remotely. Due to COVID-19, we do not have exiting data from 2019-2020 school year.

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)
Title I Academic After School Program	ELA/Math	All Students in PreK through 8th Grades	Yes	Yes	Yes	During the 2020-2021 school year, the academic after school program began in February 2021. In attendance, Richmond Avenue School averaged about 90 students on the assigned Mondays, Wednesdays, and Thursdays. In attendance, we had 13 teachers assigned to the 90-100 students each day. During the academic after school program, students and teachers focused on the essential standards in mathematics and ELA using IREADY and the F&P Classroom (Shared Reading).
Leveled Literacy Instruction (LLI)	ELA	Identified Grade 3 students	Yes	Yes	Yes	In 2020-2021 school year, our intervention staff was merged into classrooms to accommodate the remote and hybrid models. During the 2020-2021 school year, 11 first graders were selected for Leveled Literacy Intervention (LLI). Of those 11 students, only 8 students continued to receive a full intervention due to staffing restraints. Of those 8 students, all were recommended for further interventions.

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a <="" _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <td data-bbox="777 368 994 432">Student Group</td> <td data-bbox="1001 368 1077 432">ELA</td> <td data-bbox="1084 368 1160 432">Math</td> <td data-bbox="1167 368 1243 432">Alg1</td> <td data-bbox="1249 368 1326 432">Alg2</td> <td data-bbox="1332 368 1406 432">Geo</td> <td data-bbox="1413 368 1809 1417" rowspan="15"> Due to COVID-19, we have limited data for the 2020-2021 school year. NJSLA was cancelled in 2019-2020 and 2020-2021 school year. </td> <td data-bbox="1816 368 2179 1417" rowspan="15"> ELA 2018-2019 Annual Target 52.8% Met Median SGP: 50.5% Met Math 2018-2019 Annual Target: 49.4% Met with 90% confidence interval Median SGP: 46.0% Met During the 2018-2019 school year, students met targets in ELA and Math However, in Math, specific subgroups did not meet the target: Hispanics, Economically Disadvantaged, and Students with Disabilities Due to COVID-19, students in 3rd-8th grades were unable to complete the NJSLA. Therefore, data is unable to be reported </td> 	Student Group	ELA	Math	Alg1	Alg2	Geo	Due to COVID-19, we have limited data for the 2020-2021 school year. NJSLA was cancelled in 2019-2020 and 2020-2021 school year.	ELA 2018-2019 Annual Target 52.8% Met Median SGP: 50.5% Met Math 2018-2019 Annual Target: 49.4% Met with 90% confidence interval Median SGP: 46.0% Met During the 2018-2019 school year, students met targets in ELA and Math However, in Math, specific subgroups did not meet the target: Hispanics, Economically Disadvantaged, and Students with Disabilities Due to COVID-19, students in 3rd-8th grades were unable to complete the NJSLA. Therefore, data is unable to be reported
		Schoolwide	58%	45.9%	75%				
		White	54.5%	36.4%					
		Hispanic	43.8%	27.7%	*				
		Black or African American	66.1%	42.9%					
		Asian, Native Hawaiian, or Pacific Islander	78.9%	77.8%	*				
		American Indian or Alaska Native	*	*					
		Two or More Races	*	*					
		Female	62.4%	43.2%	*				
		Male	54%	48.3%	*				
		Economically Disadvantaged Students	55%	44.3%	*				
		Non-Economically Disadvantaged Students	75.9%	55.6%	*				
		Students with Disabilities	21.6%	18%	*				
		Students without Disabilities	63.6%	50%	*				
		English Learners	53.8%	42.1%	*				
Non-English Learners	61.8%	49.5%	*						
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		accurately.
		Military-Connected Students							IREADY Data: (May 2020) ELA: Tier 1-51% (from 26%) Tier 2-33% (from 46%) Tier 3-16% (from 28%)
		Migrant Students							Typical Growth-50% Stretch Growth-25%
									IREADY Data: (May 2021) ELA: Tier 1-30% (from 25%) Tier 2-48% (from 49%) Tier 3-22% (from 27%)
									Typical Growth-39% Stretch Growth-19%
									IREADY Data: (May 2020) Math: Tier 1-47% (from 21%) Tier 2-41% (from 51%) Tier 3-12% (from 28%)
									Typical Growth-46% Stretch Growth-25%

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>IREADY Data: (May 2021) Math: Tier 1-24% (from 14%) Tier 2-59% (from 61%) Tier 3-17% (from 24%)</p> <p>Typical Growth-36% Stretch Growth-17%</p>

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				Due to COVID-19, we have limited data for the 2020-2021 school year. NJSLA was cancelled in 2019-2020 and 2020-2021 school year.	<p>2018-2019</p> <p>Science Data (1st year reporting)</p> <p>Currently, we do not have data to compare to other years.</p> <p>2019-2020 Science Data-no reported data due to COVID-19 pandemic.</p>
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	17%	8%			
		White					
		Hispanic	7%	0%			
		Black or African	9%				
		Asian, Native	50%	26%			
		American Indian or	*				
		Two or More Races		*			
		Female	14%	5%			
		Male	20%	9%			
		Economical ly	16%	8%			
		Non-Economical	20%	8%			
Students with	20%						

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	16%				
		English Learners	0%				
		Non-English	19%				
		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	Due to COVID-19, we have limited data for the 2020-2021 school year. NJSLA was cancelled in 2019-2020 and 2020-2021 school year.	Due to COVID-19, student growth percentages were not available. State assessments were not administered in 2019-2020 or 2020-2021 school years. However, in previous years, Richmond Avenue School is achieving solid growth in accordance with the ESSA Accountability target is 50 Black/ African American students school-wide median of 47.5 < 50 ESSA Accountability Target. Students with Disabilities school-wide median of 50 = 50 ESSA Accountability Target. Another additional area of concern is that English Language Learners median of 52 in ELA is above the District median of 50
		Schoolwide	50.5%	46%		
		White	50.5%	*		
		Hispanic	49%	42%		
		Black or African American	47.5%	24%		
		Asian, Native Hawaiian, or Pacific	51%	64%		
		American Indian or Alaska Native	*			
		Two or More Races	*	*		
		Female	54%	46%		
		Male	48%	46%		
		Economically Disadvantaged	51%	45%		
		Non-Economically Disadvantaged				
		Students with Disabilities	50%	28%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		and the state median of 49.
		English Learners	50.5%	46%		
		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					<p>Due to COVID-19, the administration of IREADY was provided remotely in September 2020. In December 2020, we administered iREADY remotely and in-person. May 2021, we administered iREADY remotely and in-person.</p> <p>Participation and attendance of students decreased as the school progressed. However, in Grade 1, we had a consistent participation rate.</p>	<p>2020-2021 iREADY Participation Data</p> <p>Students began the school year (20-21) in a full remote format. In Cycle 1, we reported an average of 97% participation. In November 2020, we moved into a hybrid model which went into a full remote model in December. In grade 3, we reported a 100% participation rating on iREADY. In grade 4, we reported a 95% participation rating on iREADY. However, a grade level in need of improvement were grade 7. In March 2021, we moved to a 4-days of in person instruction in K-2. In April 2021, we moved to a 4-days of in-person for 3-8. Despite our efforts to obtain 95% participation, the following grades fell below 90%:</p>
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	95%	85%	85%	91%		
		1	100%	96%	96%	100%		
		2	98%	92%	92%	92%		
		3	98%	100%	100%	98%		
		4	96%	95%	95%	98%		
		5	100%	84%	84%	94%		
		6	95%	85%	85%	95%		
		7	96%	76%	76%	87%		
		8	96%	89%	89%	95%		
		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		Kindergarten, 2nd, and 7th. In Cycle 4, we reported an average of 89% which is a decrease from Cycle 1 of over 10%.
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	96%	85%	85%	91%		
		1	98%	95%	95%	98%		
		2	85%	83%	83%	86%		
		3	98%	100%	100%	98%		
		4	95%	93%	93%	98%		
		5	100%	87%	87%	92%		
		6	90%	80%	80%	82%		
		7	96%	88%	88%	82%		
		8	98%	91%	91%	98%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Due to COVID-19, the administration of IREADY was provided remotely in September 2020. In December 2020, we administered iREADY remotely and in-person. May 2021, we administered iREADY remotely and in-person. Participation and attendance of students decreased as the school progressed. However, in Grade 1, we had a consistent participation rate. IREADY Data: (May 2021) ELA: Tier 1-30% (from 25%) Tier 2-48% (from 49%) Tier 3-22% (from 27%) Typical Growth-39% Stretch Growth-19%	School Year 2020-21 Benchmark Proficiency Rating ----- IREADY Data: (May 2021) ELA: Tier 1-51% (from 26%) Tier 2-33% (from 46%) Tier 3-16% (from 28%) Typical Growth-50% Stretch Growth-25% IREADY Data: (May 2021) ELA: Tier 1-30% (from 25%) Tier 2-48% (from 49%) Tier 3-22% (from 27%) Typical Growth-39% Stretch Growth-19% ELA: The ELA benchmark and NJSLA demonstrate continuous growth in grades 1-8. To maintain growth, identified standards across grade levels must become a focal point during
		K	62%	30%	30%	65%		
		1	40%	27%	27%	47%		
		2	36%	32%	32%	60%		
		3	59%	28%	28%	55%		
		4	27%	11%	11%	37%		
		5	37%	15%	15%	39%		
		6	43%	29%	29%	46%		
		7	35%	19%	19%	48%		
		8	48%	32%	32%	52%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>assessments and instruction.</p> <p>Trends indicate the following: Focused Priority Performance Needs K-RL/RI.2 (Essentials) K-RL/RI.1 (Supporting)</p> <p>1st-7th-RL/RI.1 & RL/RI.2 (Essential) 1st-7th-RL/RI.3 (Supporting)</p> <p>K-8th-RL/RI.4 (Supporting) K-8th-W.1, W.2, W.3 (Essential)</p> <p>K-8th-L.2 (Essential) K-2-RF.3-4 (Essential)</p> <p>3-4-RF.4 (Essential) 3-4 RF.3 (Supporting)</p> <p>5-RF.3 (Essential) 5-RF.4 (Supporting)</p> <p>8th-RL/RI.2; RI/RL.3 (Essential) 8th-RL/RI.1 (Supporting) 8th-L.5 (Supporting)</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				8th-RL/RI.1 (Supporting)

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	Due to COVID-19, the administration of IREADY was provided remotely in September 2020. In December 2020, we administered iREADY remotely and in-person. May 2021, we administered iREADY remotely and in-person. Participation and attendance of students decreased as the school progressed. However, in Grade 1, we had a consistent participation rate. IREADY Data: (May 2021) Math: Tier 1-24% (from 14%) Tier 2-59% (from 61%) Tier 3-17% (from 24%) Typical Growth-36% Stretch Growth-17%	School Year 2020-21 Math Benchmarks ----- IREADY Data: (May 2021) Math: Tier 1-47% (from 21%) Tier 2-41% (from 51%) Tier 3-12% (from 28%) Typical Growth-46% Stretch Growth-25% IREADY Data: (May 2021) Math: Tier 1-24% (from 14%) Tier 2-59% (from 61%) Tier 3-17% (from 24%) Typical Growth-36% Stretch Growth-17% Math: The Math benchmarks and NJSLA demonstrates growth but meeting academic targets continues to minimally progress with specific subgroups: Hispanic and Students with Disabilities.
		K	47%	40%	40%	45%		
		1	41%	17%	17%	36%		
		2	22%	17%	17%	52%		
		3	21%	7%	7%	28%		
		4	10%	3%	3%	29%		
		5	16%	13%	13%	34%		
		6	33%	29%	29%	45%		
		7	27%	13%	13%	44%		
		8	46%	33%	33%	51%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>Focused Priority Performance Needs</p> <p>Essential standards (fluency) Supporting Standards: Anchor standards per grade level (chart per grade level)</p>

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	59.8%	<p>Due to COVID-19, ACCESS/WIDA was not administered in May 2020. However, remotely and in-person, 98% of the ESL students were administered the ACCESS/WIDA assessment in May/June 2021.</p>	<p>2018-2019 NJSLA Proficiency</p> <p>ELLs Schoolwide: 41.4% of ELLs made proficiency in ELA</p> <p>ELLs Schoolwide: 42.1% of ELLs made proficiency in Math.</p> <p>2019-2020 NJSLA Proficiency Due to COVID-19 we do not have NJSLA proficiency data for analysis.</p> <p>ACCESS Assessment--2020-2021 school year, we were to administer the WIDA ACCESS assessment (In Person). Richmond Avenue School has 156 out of 624 students are categorized as English Language Learners at Richmond Avenue School. ESL staff accessed all in-person students then scheduled our remote</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				students to attend in-person for assessment.

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	623	Data as of May 26, 2021 Total Enrollment 624 Female 316 Male 308 ELL/LEP 156 Special Education 57 Asian 197 Black 77 Hispanic 283 White 28 Economically Disadvantaged 424	Data as of May 26, 2021 Total Enrollment 624 Female 316 Male 308 ELL/LEP 156 Special Education 57 Asian 197 Black 77 Hispanic 283 White 28 Economically Disadvantaged 424
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	95.57%	During the 20-21 pandemic, we have noticed a steady increase of subgroups attendance ratings. In almost every subgroup, the ratings have doubled from 19-20 to 20-21 school year. Next year, we will continue our focus on attendance with hopes to have all students remaining in the building for instruction. Subgroups to focus on: Hispanic and blacks which increased 3x from last year Yet, the attendance rating is steady in the 90 percentile.	Data as of May 27, 2021: Average Daily Attendance 95.93 Female 95.99% Male 96.08% ELL/LEP 96.91% Special Education 95.54% Asian 98.40% Black 93.84% Hispanic 95.11% White 97.26% Economically Disadvantaged 95.73% During the 20-21 pandemic, we have noticed a steady increase of subgroups attendance ratings. In almost every subgroup, the ratings have doubled from 19-20 to 20-21 school year. Next year, we will continue our focus on attendance with hopes to have all students remaining in the building for instruction.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>Subgroups to focus on: Hispanic and blacks which increased 3x from last year</p> <p>Yet, the attendance rating is steady in the 90 percentile.</p>

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	11.04%	During the 20-21 pandemic, we have noticed a steady increase of subgroups attendance ratings. In almost every subgroup, the ratings have doubled from 19-20 to 20-21 school year. Next year, we will continue our focus on attendance with hopes to have all students remaining in the building for instruction. Subgroups to focus on: Hispanic and blacks which increased 3x from last year	Data as of May 27, 2021: Overall Chronic Absences 9.24% Female 9.85% Male 8.60% ELL/LEP 8.60% Special Education 16.67% Asian 3.47% Black 14.29% Hispanic 11.63% White 3.73% Multi 17.14% Economically Disadvantaged 10.74% During the 20-21 pandemic, we have noticed a steady increase of subgroups attendance ratings. In almost every subgroup, the ratings have doubled from 19-20 to 20-21 school year. Next year, we will continue our focus on attendance with hopes to have all students remaining in the building
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	93.70%	Due to COVID-19, several staff members were out beginning January 2021 to CDC guidelines and restrictions of quarantining. Staff members utilized sick days to cover their time out which was not covered under the Extended Sick Leave Act prior to January 2021. When permitted and approved, staff worked remotely. Many staff members were forced to use sick days due to exposure or other COVID related issues.	for instruction. Subgroups to focus on: Hispanic and blacks which increased 3x from last year In 2020-2021 school year, Richmond Avenue School had a 95% teacher attendance rate.

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%	Due to flexibility of scheduling, about 330 students were enrolled to attend in-person instruction out of 624. Therefore, about 48% of the students worked remotely and 52% worked in-person.	Data as of May 27, 2021: Student Suspension YTD Average - In School 0% Student Suspension YTD Average - Out of School 0% Female 0% Male 0% ELL/LEP 0% Special Education 0% Asian 0% Black 0% Hispanic 0% White 0% Economically Disadvantaged 0%
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family	Domain	ES	MS/HS	Parents	Staff	Staff Satisfaction and Support Elementary School (PreK-8) Average 66 Respondents (Staff) 97% Staff Participation 98% of the staff was satisfied and supported the Richmond Avenue School Perception of the environment: 100% of the staff believe that Richmond Avenue School is a safe and clean environment. AREA OF FOCUS: Staff involved in decision making. AREA OF FOCUS: Fairness of discipline with students (consistency) with decision making.	Observation/Trends: Staff Satisfaction and Support Elementary School (PreK-8) Average 66 Respondents (Staff) 97% Staff Participation 98% of the staff was satisfied and supported the Richmond Avenue School Perception of the environment: 100% of the staff believe that Richmond Avenue School is a safe and clean environment. AREA OF FOCUS: Staff involved in decision making. AREA OF FOCUS: Fairness of discipline with students (consistency) with decision making.
		Participation	75	80	0	97		

COLLEGE & CAREER READINESS				
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
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	Due to a COVID-19, we have no NJSLA Algebra data to report for our current 8th graders.	
		% 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	75%		

EVALUATION INFORMATION					
Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	null		
		Observation Waiver?	Currently,		
		# Teachers to Evaluate	65		
		# Non-tenure teachers (years 1 & 2)	5		
		# Non-tenure teachers (years 3 & 4)	8		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	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	4-Sustaining	Richmond Avenue School implements the practice of Professional Learning Communities weekly. At times, we schedule PLCs twice a week to evaluate formative and summative data. Grade levels develop an instructional cycle which consumes 12-20 days depending on essential standard.	Develop a systematic approach to revise and revisit grade level norms regularly. A focus on summative assessments linked to formative assessments during instructional cycle. Continue our work with instructional cycles.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	3-Developing	District assessments are utilized to report data; utilizes generated summative assessments; the use of formative assessments are developed during PLCs	Develop of assessments to drive instruction; i. e. pre assessment, formative, summative--in addition to district assessments; use of data consistently to address student needs; use of PLCs to develop assessments
	2	A	3-Developing		
	3	A	4-Sustaining		
Professional Learning Community (PLC)	1	A	3-Developing	PLCs are scheduled weekly. Teachers met during their planning to work through the Short Term Cycle. Documentation was uploaded into the Google Classroom. Development of instructional cycles to drive assessment and instruction.	Area of focus: synchronous instructional cycles (ELA and Math)/backward planning thinking of summative assessment/
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	Area of Focus: Providing more opportunities for teachers to share the responsibility in making decisions for the school; Including students in the decision making as well as parents; increase parent/family involvement using Class Dojo; increase family participation in student academic progress (curriculum and instruction)
	2	A	3-Developing	
	3	A	4-Sustaining	
	4	A	4-Sustaining	
	5	A	4-Sustaining	
	6	A	3-Developing	
	7	A	3-Developing	
	8	A	4-Sustaining	
	9	A	4-Sustaining	
	10	A	4-Sustaining	
	11	A	4-Sustaining	
	12	A	4-Sustaining	
	13	A	3-Developing	
	14	A	4-Sustaining	
Teacher and Principal Effectiveness	1	A	3-Developing	Provide opportunities to include the parents and students in the PLC process. Develop agency with friendly student learning targets. Share student progress weekly with parents and students. Develop personal goals towards academic achievement.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
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Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
<p>Effective Instruction</p>	<p>ELA: IREADY and previous years NJSLA demonstrate continuous growth in grades 1-8. To maintain growth, identified standards across grade levels must become a focal point during assessments and instruction.</p> <p>Focused Priority Performance Needs K-RL/RI.2 (Essentials) K-RL/RI.1 (Supporting)</p> <p>1st-7th-RL/RI.1 & RL/RI.2 (Essentials) 1st-7th-RL/RI.3 (Supporting)</p> <p>K-8th-RL/RI.4 (Supporting) K-8th-W.1, W.2, W.3 (Essential)</p> <p>K-8th-L.2 (Essential) K-2-RF.3-4 (Essential)</p> <p>3-4-RF.4 (Essential) 3-4 RF.3 (Supporting)</p> <p>5-RF.3 (Essential) 5-RF.4 (Supporting)</p> <p>8th-RL/RI.2; RI/RL.3 (Essential) 8th-RL/RI.1 (Supporting) 8th-L.5 (Supporting) 8th-RL/RI.1 (Supporting)</p>	<p>Despite COVID19, Richmond Avenue School was able to obtain the data necessary to measure growth. The demographics of the school continue to change as students are transported (or attend remotely) to other schools for overflow classes (Grades 6 & 7) or specifically identified services; i.e. Self-Contained Special Education or Academic Placement as a result of an IEP. Realistically, considerations need to be made for students who have not had access to the most recent curriculum and skills teachers have been implementing. Prioritizing standards and minimizing the focus of standards is necessary as a result of learning gaps.</p> <p>IREADY Data: (May 2021) ELA: Tier 1-30% (from 25%) Tier 2-48% (from 49%) Tier 3-22% (from 27%)</p> <p>Typical Growth-39% Stretch Growth-19%</p> <p>Scheduling: Master schedules need to be developed in order to provide time for staff to support students in content areas; i.e. Intervention Period. Staffing allocation will be necessary and scheduling reductions will need to be decided in order for an appropriate amount of time to be allotted.</p>	<p>All Students</p>	1	<p>Analysis of data using district assessments; i.e. IREADY to focus on specific essential standards based on student performance</p>
				2	<p>In PLCs, teachers will focus on the Essential and Supporting Standards to support academic progress and student achievement. Targeted instruction with student-centered learning in focus.</p>
				3	<p>Development of pre-assessments, formative and summative assessments to drive instruction. In turn, development of intervention groups within grade levels to identify the learning gaps.</p>

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
		<p>Projection: Transporting/Influx of new students in the 2021-2022 school year (overflow from other neighboring schools)</p> <p>Intervention: Students who began interventions (Reading Recovery, Leveled Literacy Instruction, Literacy Lessons) were provided full interventions. However, students who were selected for System 44 and READ180 were not warranted the intervention due to staffing demands during COVID19. In addition, the number of students remaining on the HOT LIST who did not receive an intervention in K-8 is VERY HIGH. Adjustments in the selection process must be examined in order for students to have a fair opportunity to receive the intervention selected.</p>		

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
<p>Curriculum and Standards</p>	<p>Math: IREADY Diagnostics and student learning paths as well as previous years NJSLA demonstrates growth.</p> <p>Focused Priority Performance Needs</p> <p>Kindergarten -K.OA.A.1-5, K.NBT.A.1 Fluency: K.OA.A.5 1st grade-1.OA.A.1 & 2 , 1.OA.B.3 & 4 , 1.NBT.C.4 Fluency: 1.OA.C.6 2nd grade-2.OA.A.1, 2.NBT.B.7 Fluency: 2.OA.B.2, 2.NBT.B.5</p>	<p>Despite COVID19, Richmond Avenue School was able to obtain the data necessary to measure growth. The demographics of the school continue to change as students are transported (or attend remotely) to other schools for overflow classes (Grades 6 & 7) or specifically identified services; i.e. Self-Contained Special Education or Academic Placement as a result of an IEP. Realistically, considerations need to be made for students who have not had access to the most recent curriculum and skills teachers have been implementing. Prioritizing standards and minimizing the focus of standards is necessary as a result of learning gaps.</p> <p>IREADY Data: (May 2021) Math: Tier 1-24% (from 14%) Tier 2-59% (from 61%) Tier 3-17% (from 24%)</p> <p>Typical Growth-36% Stretch Growth-17%</p> <p>Scheduling: Master schedules need to be developed in order to provide time for staff to support students in content areas; i.e. Intervention Period. Staffing allocation will be necessary and scheduling reductions will need to be decided in order for an appropriate amount of time to be allotted.</p>	<p>All Students</p>	1	<p>Analysis of data using district assessments; i.e. IREADY to focus on specific essential standards based on student performance</p>
				2	<p>Standards to support academic progress and student achievement. Targeted instruction with student-centered learning in focus.</p>
				3	<p>Development of pre-assessments, formative and summative assessments to drive instruction. In turn, development of intervention groups within grade levels to identify the learning gaps.</p>

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
		<p>Projection: Transporting/Influx of new students in the 2021-2022 school year (overflow from other neighboring schools)</p> <p>Program Initiatives: Despite COVID19, the use of IREADY, Dreambox and IXL provided schools with time for students to asynchronously work on these platforms. Weekly, grade level teachers worked to achieve 45 minutes. Although, at times, grade levels fell short, there was time built into the schedules on Friday and during the week for students to complete their minutes.</p> <p>Dreambox (Math Intervention) was partially used by teachers with little implementation (initiative fatigue). Time is needed to explore the programs.</p>		

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate and Culture, including Social and Emotional Learning	SEL: Discussion, research, surveys to inform a schoolwide program that supports personal and academic understanding and growth. Focused Priority Performance Needs: -Understand the perspectives of others and relate effectively with them -Make sound choices about personal and social decisions -Understand the perspectives of others and relate effectively with them -Make sound choices about personal and social decisions	The effects of the COVID Pandemic are farther reaching than missing school work and cancellations of activities. The perseverance of students and teachers to engage in a virtual school environment demonstrated the need for "real-time" interaction to counterbalance the isolation of quarantine. The disconnect of students and teachers -Manage reactions, behavior and communication. -Understand the perspectives of others to relate effectively with them. -Make sound choices about personal and social decisions.	All Students & Staff	1	Analysis of staff and student general understanding of purpose of initiative.
				2	Standards to support growth mindset, using developmentally appropriate activities in self-care skill building.
				3	Development of common language and engagement in SEL among all school participants to support both academic and personal progress.
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

By June 2022, using iREADY, 40% of the students in 1st-5th grades will meet progress towards typical growth.

By June 2022, using NWEA MAPS, 40% of the students in 6th-8th grades will meet progress towards RIT score.

Priority Performance

ELA: IREADY and previous years NJSLA demonstrate continuous growth in grades 1-8. To maintain growth, identified standards across grade levels must become a focal point during assessments and instruction.

Focused Priority Performance Needs

K-RL/RI.2 (Essentials)

K-RL/RI.1 (Supporting)

1st-7th-RL/RI.1 & RL/RI.2 (Essentials)

1st-7th-RL/RI.3 (Supporting)

K-8th-RL/RI.4 (Supporting)

K-8th-W.1, W.2, W.3 (Essential)

K-8th-L.2 (Essential)

K-2-RF.3-4 (Essential)

3-4-RF.4 (Essential)

3-4 RF.3 (Supporting)

5-RF.3 (Essential)

5-RF.4 (Supporting)

8th-RL/RI.2; RI/RL.3 (Essential)

8th-RL/RI.1 (Supporting)

8th-L.5 (Supporting)

8th-RL/RI.1 (Supporting)

Strategy 1: Analysis of data using district assessments; i.e. IREADY to focus on specific essential standards based on student performance

Strategy 2: In PLCs, teachers will focus on the Essential and Supporting Standards to support academic progress and student achievement. Targeted instruction with student-centered learning in focus.

Strategy 3: Development of pre-assessments, formative and summative assessments to drive instruction. In turn, development of intervention groups within grade levels to identify the learning gaps.

Target Population: All Students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>By November 15, 2021, 95% of students (1st-5th grades) at the Richmond Avenue School will complete the iReady Reading Diagnostic Assessment.</p> <p>By November 15, 2021, 95% of students (6th-8th grades) at the Richmond Avenue School will complete the NWEA MAPS Reading Diagnostic Assessment.</p>	iREADY and NWEA MAPs Assessment Diagnostic Result Reports
Feb 15	<p>By February 15, 2022, 40% of students (1st-5th grades) at the Richmond Avenue School will be at or above the 20% progress to annual typical growth mark in reading as measured by the iReady reading diagnostic.</p> <p>By February 15, 2022, 40% of students (6th-8th grades) at the Richmond Avenue School will be at or above the 20% progress to annual typical growth mark (RIT Score) in reading as measured by the NWEA MAPS Reading diagnostic.</p>	iREADY and NWEA MAPs Assessment Diagnostic Result & Growth Reports

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	<p>By April 15, 2022, 40% of students at the Richmond Avenue School will be at or above the 30% progress to annual typical growth mark in reading as measured by the iReady reading diagnostic.</p> <p>By April 15, 2022, 40% of students (6th-8th grades) at the Richmond Avenue School will be at or above the 30% progress to annual typical growth mark (RIT Score) in reading as measured by the NWEA MAPS Reading diagnostic.</p>	iREADY and NWEA MAPs Assessment Diagnostic Result & Growth Reports
Jul 1	<p>By June 2022, using iREADY, 40% of the students in 1st-5th grades will meet progress towards typical growth.</p> <p>By June 2022, using NWEA MAPS, 40% of the students in 6th-8th grades will meet progress towards RIT score.</p>	iREADY and NWEA MAPs Assessment Diagnostic Result & Growth Reports

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide professional development that includes essential standards and proficiency scales alignment to ELA Content Area through the Short Term Cycle (PLCs)	9/1/21	6/30/22	Administration/Teaching Staff
2	1	In the 2021-2022 school year, teachers will administer district ELA iREADY & NWEA MAPS (6-8) Diagnostic assessment to all students in attendance (Cycle 1)	9/1/21	11/19/21	Classroom Teachers
3	1	Cycle 1, analyze iREADY & NWEA MAPS (6-8) Diagnostic assessment data to establish pathways to instruction informed by areas of strengths and weaknesses.	9/1/21	11/16/21	Grade Level PLCs/School Leadership
4	3	Use of historical and diagnostic data, classroom teachers and support staff (ESL, BSI) create flexible groupings (enrichment and intervention groups) to address student needs.	9/1/21	6/30/22	Classroom Teachers/School Leadership

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	2	Embedded in PLC process, teachers and school leaders will create formative assessments aligned to student learning targets to support identified essential standards.	9/1/21	6/30/22	Administration/Class room Teachers/School Leadership
6	3	Instructional Coach/Coordinator will support teachers monthly through PLC process during grade level meetings to generate instructional cycles aligned to student learning targets, proficiency scales, and essential standards.	9/1/21	6/30/22	Instructional Coach/Classroom Teacher/Administration
7	2	Data cycles to inform instruction and assessments (PLC Short Term Cycle/Standard Analysis)	9/1/21	6/30/22	Classroom Teacher/Instructional Coaches/Administration/Leadership Team
8	1	Align Instructional Cycles (Short Term Cycle) to student learning targets and proficiency scales (District Curriculum and Essential Standards)	9/1/21	6/30/22	Classroom Teachers/School Leadership Team/Administration
9	2	Intervention and enrichment (All Hands on Deck) period to support essential standards	9/1/21	6/30/22	Classroom Teachers/Administration/School Leadership Team
10	2	Provide intervention, enrichment and supplemental instruction after/summer/Saturday school (STEM, VPA, Academic, SEL) **All Students	9/1/21	6/30/22	Classroom Teachers/Administration/School Leadership Team
11	2	Professional development to address and support the development of student learning targets aligned to proficiency scales.	9/1/21	6/30/22	Classroom Teachers/Administration/School Leadership Team

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
12	2	Professional development to address and infuse SEL practices into daily, intervention, enrichment and supplemental instruction.	9/1/21	6/30/22	Classroom Teachers/Administration/School Leadership Team
13	3	Identify and provide needed hardware and software technology that supports student growth and 21st century instructional practices, including adaptive software to provide intervention, enrichment and supplemental support for academic, VPA, STEM, SEL (Before, During and After School) including Saturdays.	9/1/21	6/30/22	Classroom Teachers/Administration/School Leadership Team
14	1	Use of data team, classroom teachers, interventionists, school leadership team, administration to monitor and report out on end of cycle data to identify and respond to specific needs of the students.	9/1/21	6/30/22	Classroom Teachers/Administration/School Leadership Team
15	2	Identify and implement schedule modifications to support the inclusion of both enrichment and intervention (remediation) opportunities	9/1/21	6/30/22	Classroom Teachers/Administration/School Leadership Team
16	2	Provide professional development for parents to learn various strategies for increased involvement in student academic achievement (PAC and Title I Parent Resource Center)	9/1/21	6/30/22	Title I Parent Resource Center/Teaching Staff/Administration
17	3	School Leadership Team will facilitate professional development and instructional cycles aligned to student learning targets and proficiency scales.	9/1/21	6/30/22	Title I Parent Resource Center/Teaching Staff/Administration

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
13	Teacher Stipends/Enrichment-Intervention-Supplemental (Summer School)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$30,349	Federal Title I (School Allocation)
13	Teacher Stipends/Enrichment-Intervention-Supplemental (After School)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$65,642	Federal Title I (School Allocation)
10	Adaptive Software Renewal Licenses	INSTRUCTION - Other Purchased Services / 100-500	\$22,232	Federal Title I (School Allocation)
12	Purchase of supplemental technology (Chromebooks)	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (School Allocation)
10	Purchase of supplemental resources to support program initiatives	INSTRUCTION - Supplies & Materials / 100-600	\$10,000	Federal Title I (School Allocation)
13	Staff Stipend/Parent Resources-Professional Development (Home to School Connection)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,000	Other Federal
13	Support Staff/Enrichment-Intervention-Supplemental (Summer School)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$5,629	Federal Title I (School Allocation)
6	Partial SAL/ELA Coach-Coordinator	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$22,943	Federal Title I (School Allocation)
13	Support Staff Stipends/Enrichment-Intervention-Supplemental (After School)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$12,117	Federal Title I (School Allocation)
13	Administrators Stipends/Enrichment-Intervention-Supplemental (After School)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$6,649	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
12	Staff Stipends (School Leadership/Data Team)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$21,500	Federal Title I (School Allocation)
12	FICA/Data Team	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,645	Federal Title I (School Allocation)
6	Health Benefits/ELA Coach-Coordinator	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,019	Federal Title I (School Allocation)
6	TPAF/ELA Coach-Coordinator	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,325	Federal Title I (School Allocation)
13	FICA-Summer School Enrichment-Intervention-Supplemental	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$2,752	Federal Title I (School Allocation)
13	FICA-After School Enrichment-Intervention-Supplemental	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$6,457	Federal Title I (School Allocation)
13	Parent Resource Activities/Professional Development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,000	Other Federal
10	Adaptive Software Professional Development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,605	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
17	Supplemental Resources and Travel Expenses	SUPPORT SERVICES - Travel / 200-580	\$2,000	Other Federal
17	Supplies and materials for professional development	SUPPORT SERVICES - Supplies & Materials / 200-600	\$250	Other Federal

SMART Goal 2

By June 2022, using iREADY Diagnostic Mathematics Assessment, 40% of the students in 1st-5th grades will meet progress towards typical growth.

By June 2022, using NWEA MAPS, 40% of the students in 6th-8th grades will meet progress towards RIT score.

Priority Performance Math: IREADY Diagnostics and student learning paths as well as previous years NJSLA demonstrates growth.

Focused Priority Performance Needs

Kindergarten -K.OA.A.1-5, K.NBT.A.1

Fluency: K.OA.A.5

1st grade-1.OA.A.1 & 2 , 1.OA.B.3 & 4 , 1.NBT.C.4

Fluency: 1.OA.C.6

2nd grade-2.OA.A.1, 2.NBT.B.7

Fluency: 2.OA.B.2, 2.NBT.B.5

Strategy 1: Analysis of data using district assessments; i.e. IREADY to focus on specific essential standards based on student performance

Strategy 2: Standards to support academic progress and student achievement. Targeted instruction with student-centered learning in focus.

Strategy 3: Development of pre-assessments, formative and summative assessments to drive instruction. In turn, development of intervention groups within grade levels to identify the learning gaps.

Target Population: All Students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>By November 15, 2021, 95% of students (1st-5th grades) at the Richmond Avenue School will complete the iReady Math Diagnostic Assessment.</p> <p>By November 15, 2021, 95% of students (6h-8th grades) at the Richmond Avenue School will complete the NWEA MAPS Math Diagnostic Assessment.</p>	iREADY and NWEA MAPs Assessment Diagnostic Result Reports
Feb 15	<p>By February 15, 2022, 40% of students (1st-5th grades) at the Richmond Avenue School will be at or above the 20% progress to annual typical growth mark in mathematics measured by the iReady Math diagnostic.</p> <p>By February 15, 2022, 40% of students (6th-8th grades) at the Richmond Avenue School will be at or above the 20% progress to annual typical growth mark (RIT Score) in mathematics measured by the NWEA MAPS Math diagnostic.</p>	iREADY and NWEA MAPs Assessment Diagnostic Result & Growth Reports
Apr 15:	<p>By April 15, 2022, 40% of students at the Richmond Avenue School will be at or above the 30% progress to annual typical growth mark in mathematics as measured by the iReady Math diagnostic.</p> <p>By April 15, 2022, 40% of students (6th-8th grades) at the Richmond Avenue School will be at or above the 30% progress to annual typical growth mark (RIT Score) in mathematics as measured by the NWEA MAPS Math diagnostic.</p>	iREADY and NWEA MAPs Assessment Diagnostic Result & Growth Reports
Jul 1	<p>By June 2022, using iREADY Diagnostic Mathematics Assessment, 40% of the students in 1st-5th grades will meet progress towards typical growth.</p> <p>By June 2022, using NWEA MAPS, 40% of the students in 6th-8th grades will meet progress towards RIT score.</p>	iREADY and NWEA MAPs Assessment Diagnostic Result & Growth Reports

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide professional development that includes essential standards and proficiency scales alignment to Mathematics Content Area through the Short Term Cycle (PLCs)	9/1/21	6/30/22	Administration/Teaching Staff
2	1	In the 2021-2022 school year, teachers will administer district Mathematics iREADY and NWEA MAPS (6-8) Diagnostic assessment to all students in attendance (Cycle 1)	9/1/21	6/30/22	Teaching Staff
3	1	Cycle 1, analyze iREADY & NWEA MAPS (6-8) Diagnostic assessment data to establish pathways to instruction informed by areas of strengths and weaknesses.	9/1/21	6/30/22	Grade Level PLCs/School Leadership
4	3	Use of historical and diagnostic data, classroom teachers and support staff (ESL, BSI) create flexible groupings (enrichment and intervention groups) to address student needs.	9/1/21	6/30/22	Classroom Teachers/School Leadership
5	2	Embedded in PLC process, teachers and school leaders will create formative assessments aligned to student learning targets to support identified essential standards	9/1/21	6/30/22	Administration/Classroom Teachers/School Leadership
6	3	Instructional Coach/Coordinator will support teachers monthly through PLC process during grade level meetings to generate instructional cycles aligned to student learning targets, proficiency scales, and essential standards.	9/1/21	6/30/22	Instructional Coach/Classroom Teacher/Administration
7	2	Data cycles to inform instruction and assessments (PLC Short Term Cycle/Standard Analysis)	9/1/21	6/30/22	Classroom Teacher/Instructional Coaches/Administration/Leadership Team

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
8	1	Align Instructional Cycles (Short Term Cycle) to student learning targets and proficiency scales (District Curriculum and Essential Standards)	9/1/21	6/30/22	Classroom Teachers/School Leadership Team/Administratio n
9	2	Intervention and enrichment (All Hands on Deck) period to support essential standards	9/1/21	6/30/22	Classroom Teachers/Administra tion/School Leadership Team
10	2	Provide intervention, enrichment and supplemental instruction after/summer/Saturday school (STEM, VPA, Academic, SEL) **All Students	9/1/21	6/30/22	Classroom Teachers/Administra tion/School Leadership Team
11	2	Professional development to address and support the development of student learning targets aligned to proficiency scales.	9/1/21	6/30/22	Classroom Teachers/Administra tion/School Leadership Team
12	2	Professional development to address and infuse SEL practices into daily, intervention, enrichment and supplemental instruction.	9/1/21	6/30/22	Classroom Teachers/Administra tion/School Leadership Team
13	1	Identify and provide needed hardware and software technology that supports student growth and 21st century instructional practices, including adaptive software to provide intervention, enrichment and supplemental support for academic, VPA, STEM, SEL (Before, During and After School) including Saturdays	9/1/21	6/30/22	Classroom Teachers/Administra tion/School Leadership Team
14	1	Use of data team, classroom teachers, interventionists, school leadership team, administration to monitor and report out on end of cycle data to identify and respond to specific needs of the students.	9/1/21	6/30/22	Classroom Teachers/Administra tion/School Leadership Team
15	2	Identify and implement schedule modifications to support the inclusion of both enrichment and intervention (remediation) opportunities	9/1/21	6/30/22	Classroom Teachers/Administra tion/School Leadership Team

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
16	2	Provide professional development for parents to learn various strategies for increased involvement in student academic achievement (PAC and Title I Parent Resource Center)	9/1/21	6/30/22	Title I Parent Resource Center/Teaching Staff/Administration
17	3	School Leadership Team facilitates PLCs and professional development to build instructional cycles aligned to student learning targets and proficiency scales.	9/1/21	6/30/22	Administration/School Leadership Team

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
13	Teacher Stipends/Enrichment-Intervention-Supplemental (Summer School)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$30,349	Federal Title I (School Allocation)
13	Teacher Stipends/Enrichment-Intervention-Supplemental (After/Saturday School)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$65,642	Federal Title I (School Allocation)
13	Renewal for adaptive software for use with extended programs (Enrichment/Intervention/Supplemental)	INSTRUCTION - Other Purchased Services / 100-500	\$22,231	Federal Title I (School Allocation)
12	Purchase of supplemental technology (Chromebooks)	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (School Allocation)
10	Purchase of supplemental resources to support program initiatives	INSTRUCTION - Supplies & Materials / 100-600	\$10,000	Federal Title I (School Allocation)
12	Purchase of supplemental technology (Chromebooks)	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
13	Staff Stipend-Parent Resource/Professional Development-Home to School Connection	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,000	Other Federal
13	Administrators Stipend/Enrichment-Intervention-Supplemental (Saturday Programs)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$405	Other Federal
13	Support Staff/Enrichment-Intervention-Supplemental (Summer School)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$5,629	Federal Title I (School Allocation)
13	Support Staff Stipends/Enrichment-Intervention-Supplemental (After/Saturday School)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$12,118	Federal Title I (School Allocation)
13	Administrators Stipends/Enrichment-Intervention-Supplemental (After/Saturday School)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$6,649	Federal Title I (School Allocation)
12	Staff Stipends (School Leadership/Data Team)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$21,500	Federal Title I (School Allocation)
12	FICA/Data Team (School Leadership)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,645	Federal Title I (School Allocation)
13	FICA-Summer School Enrichment-Intervention-Supplemental	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$2,752	Federal Title I (School Allocation)
13	FICA-After/Saturday School Enrichment-Intervention-Supplemental	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$6,457	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
13	Parent Resource Activities/Professional Development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,000	Other Federal
17	Professional Development Consultants	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1,500	Other Federal
10	Adaptive Software Professional Development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,604	Federal Title I (School Allocation)
17	Professional Development Consultants	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$800	Other Federal
17	Supplemental Resources and Travel Expenses	SUPPORT SERVICES - Travel / 200-580	\$2,000	Other Federal
17	Supplies and materials for professional development	SUPPORT SERVICES - Supplies & Materials / 200-600	\$250	Other Federal

SMART Goal 3

By the end of the 2021-2022 school year, 60% of teaching staff at Richmond Avenue School will implement three to four research-based strategies as delineated in school-based SEL scope & sequence as measured by pre- and post- surveys.

Priority Performance SEL: Discussion, research, surveys to inform a schoolwide program that supports personal and academic understanding and growth.

Focused Priority Performance Needs:

- Understand the perspectives of others and relate effectively with them
- Make sound choices about personal and social decisions
- Understand the perspectives of others and relate effectively with them
- Make sound choices about personal and social decisions

Strategy 1: Analysis of staff and student general understanding of purpose of initiative.

Strategy 2: Standards to support growth mindset, using developmentally appropriate activities in self-care skill building.

Strategy 3: Development of common language and engagement in SEL among all school participants to support both academic and personal progress.

Target Population: All Students & Staff

Interim Goals

SMART Goal 3

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 teaching staff at Richmond Ave.School will attend initial professional development sessions to outline introduction, basic principles and curriculum materials of Social Emotional Learning	Staff attendance and participation in initial social emotional learning (SEL); focus: Collaborative Thematic Development based on CASEL SEL framework; Staff beginning of the year pre-survey
Feb 15	By February 15, 2022, 20% of teaching staff at Richmond Ave. School will develop one to two evidence-based strategies addressed and prioritized by SEL scope and sequence as it corresponds to initial program development.	Staff continued participation and development in initial social emotional learning (SEL); PLC meetings; Professional Development; Narrowing of SEL Strategies; Observations and Reflections of Implementation; Leadership PLC Meetings and Feedback
Apr 15:	By April 15, 2022, 40% of teaching staff at Richmond Ave. School will develop two to three evidence-based strategies addressed and prioritized by SEL scope and sequence as it corresponds to initial program development.	Staff continued participation, development and initial implementation of social emotional learning (SEL) strategies; Professional Development; Narrowing of SEL Strategies; Observations and Reflections of Implementation; Leadership PLC Meetings and Feedback
Jul 1	By the end of the 2021-2022 school year, 60% of teaching staff at Richmond Avenue School will implement three to four research-based strategies as delineated in school-based SEL scope & sequence as measured by pre- and post- surveys.	Refined, constructed framework of scope and sequence for school-based SEL initiative for future social emotional learning (SEL) implementation; Staff end of the year/post-survey.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Create a diverse SEL team, ensure that all understand the importance of SEL learning to student success, and collaboratively develop a shared vision for schoolwide SEL that is effectively communicated to the entire school community.	9/1/21	6/30/22	Leadership and SEL Committees

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	Survey of staff regarding general understanding of purpose of SEL initiative.	9/1/21	6/30/22	Leadership and SEL Committees
3	3	SEL team will determine to discuss priority initiatives, reflect on preliminary data, plan for improvements, and involve different stakeholders to keep our plan current SEL blueprint.	9/1/21	6/30/22	Leadership and SEL Committees
4	3	Meet with SEL team to re-configure meeting schedule Meet with SEL and Leadership teams to design meeting schedules and determine which data pieces will be used for discussion and growth monitoring.	9/1/21	6/30/22	Teachers, Leadership and SEL Committees
5	2	Review data and goals on a continuous, scheduled basis which will help to ensure that our action steps and implementation plan are viable and attainable.	9/1/21	6/30/22	Leadership and SEL Committees
6	1	Ongoing professional development (PD) with whole staff, grade level, and professional learning communities (PLC) to review and provide staff with input for strategies and skill sets for SEL practices.	9/1/21	6/30/22	Leadership and SEL Committees
7	3	Continue to create a culturally relevant curriculum that creates an inclusive environment that allows students to make personally relevant connections.	9/1/21	6/30/22	Teachers, Leadership and SEL Committees
8	1	Assess implementation and behavioral data to analyze needs of improvement, areas of challenges, and any successes to determine if SEL initiative has had an impact on student achievement and learning gains, as well as a decrease in disciplinary infractions.	9/1/21	6/30/22	Teachers, Leadership and SEL Committees

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends/Parent-Student Engagement	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,000	Other Federal
1	SEL Parent/Student Engagement Activities	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,000	Other Federal
1	SEL Data/School Leadership Sub Committee	INSTRUCTION - Personnel Services - Salaries / 100-100	\$10,000	Other Federal
1	Supplies/Services for SEL Implementation	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (School Allocation)
1	Purchase of supplemental technology (Chromebooks)	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (School Allocation)
1	Purchase of SEL resources (Implementation of Program Materials)	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (School Allocation)
1	SEL Implementation Team	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$4,000	Other Federal
1	FICA/Summer School Initiatives	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,000	Other Federal
1	FICA/After-Saturday School Initiatives	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,500	Other Federal

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SEL/School Leadership Team Professional Development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,000	Other Federal
1	Professional Development Consultant	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,000	ESSER/ESSER II/ARP
1	Professional Development for SEL	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,000	Other Federal
1	Transportation to attend SEL Professional Development Sessions	SUPPORT SERVICES - Travel / 200-580	\$2,500	Other Federal

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 4

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

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
STEM Instructional equipment-Interactive Floor	1/3/22	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	FACILITIES - Instructional Equipment / 400-731	\$36,000.00	Federal Title I (School
Equipment Installation	1/3/22	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	SUPPORT SERVICES - Purchased Property Services / 200-400	\$2,000.00	Federal Title I (School
1:1 Tutoring-Vendor	1/3/22	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$80,000.00	Federal Title I (School
Instructional supplies to support extended day programs and to enhance the existing curriculum	7/1/21	6/30/22	Title I Coordinator/Director of Special Projects & Assessments	INSTRUCTION - Supplies & Materials / 100-600	\$51,288.00	Federal Title I (School
Staff Prof Dev Training Stipends/PLC's	9/6/21	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$38,689.00	Federal Title I (School

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
FICA	9/6/21	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$2,960.00	Federal Title I (School
Professional Development Consultants	7/1/21	6/30/22	Title I Coordinator/Director of Assessments and Special Projects	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$3,522.00	Federal Title I (School
Ed connect renewal licenses, workshop registration, professional development courses, transportation and refreshments for various activities	7/1/21	6/30/22	Title I Coordinator/Director of Special Projects & Assessments	SUPPORT SERVICES - Other Purchased Services / 200-500	\$21,339.00	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	\$191,982	\$0	\$0	\$14,000	\$0	\$0	\$205,982
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$44,463	\$0	\$0	\$0	\$0	\$0	\$44,463
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$50,000	\$0	\$0	\$0	\$0	\$0	\$50,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$286,445	\$0	\$0	\$14,000	\$0	\$0	\$300,445
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$114,734	\$0	\$0	\$8,405	\$0	\$0	\$123,139
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$33,052	\$0	\$0	\$2,500	\$0	\$0	\$35,552
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$5,209	\$0	\$5,000	\$16,300	\$0	\$0	\$26,509
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$6,500	\$0	\$0	\$6,500
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$500	\$0	\$0	\$500
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	\$152,995	\$0	\$5,000	\$34,205	\$0	\$0	\$192,200
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	\$439,440	\$0	\$5,000	\$48,205	\$0	\$0	\$492,645

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	\$439,440	\$0	\$439,440
Other Title 1 Expenditures	\$0	\$235,798	\$0	\$235,798
Total	\$0	\$675,238	\$0	\$675,238

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		Curriculum and Standards
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: Shelley Williams

Title: Building Administrator

Date: 06/16/2021

District Business Administrator or District Federal Programs Administrator Certification

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

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Michael Bird
 Title: Director
 Date: 07/23/2021

ASP District CSA Certification and Approval Page

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

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

Certified By: Michael Bird
Title: Director
Date: