

PARK AVENUE ELEMENTARY SCHOOL

District: CITY OF ORANGE TWP

County: ESSEX

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 133880120

Annual School Planning 2022-2023

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Myron Hackett	Yes	Yes	Yes		
Assistant Principal	April Stokes	Yes	Yes	Yes		
Special Education K-2	Melanie Jones	Yes	Yes	Yes		
Middle School - Math	Shannon Keogh	Yes	Yes	Yes		
Elementary - ELA/SS - Gr. 4	Sandra Layton	Yes	Yes	Yes		
Guidance Counselor	Hailey Arbus	Yes	Yes	Yes		
CTE Teacher	Angelica Berrio	Yes	Yes	Yes		
Paraprofessional	Toure Mills	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Support Staff	Tiffany Jervis	Yes	Yes	Yes		
Middle School - ELA	Brianne Miqueli	Yes	Yes	Yes		
Elementary Teacher K-2	Margaret DaCosta-Periera	Yes	Yes	Yes		
Elementary - Math/Science Gr. 4	Maria Beaghen	Yes	Yes	Yes		
Special Education - 3-7	Jeremy Travis	Yes	Yes	No		
Elementary Teacher K-2	Meredith Long	Yes	Yes	Yes		
Elementary - ELA/SS	Roshawna Minault	Yes	Yes	Yes		
Parent Representative	Patricia Neblett	No	Yes	No		
Technology Coordinator	Rose Morrisroe	No	No	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/24/2022	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
09/11/2021	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/03/2022	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
02/02/2022	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
11/15/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
10/25/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/02/2022	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	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)
Readorium	Science/ELA	Gr. 4-7	Yes	Yes	Yes	Students participated frequently in this program to meet grade level standards for Next Gen.
Reading Plus	ELA	GE, SE, Gr. 4-7	Yes	Yes	Yes	Students participated frequently in this program to meet grade level standards for NJSLs.
iRead	ELA	GE, SE, ESL, Gr. K-2	Yes	Yes	Yes	Students participated frequently in this program to meet grade levels standards for ELA NJSLs.
iReady	Math	Gr. K-7	Yes	Yes	Yes	62% Kindergarten, 45% First Grade, 26% Second Grade, 6% Third Grade, 32% Fourth Grade, 32% Fifth Grade, 22% Sixth Grade and 19% Seventh Grade demonstrated

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.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

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 the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners				
		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					Participation is inconsistent at Grade 6.	<p>Observational trends, having consistent and well-developed benchmarks has dictated a data driven culture within the school. Data is apparent in lesson planning, blended learning and school data binders.</p> <p>During formal observations with Frontline/Danielson Tool, classroom teachers followed district curriculum as required to prepare for the benchmarks in ELA/MA.</p> <p>However, participation rates for students continued to be challenging across content and grade levels for frequent absences for the same students.</p>
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	0%		
		1	100%	97%	98%	0%		
		2	100%	100%	98%	0%		
		3	100%	89%	93%	0%		
		4	100%	95%	97%	0%		
		5	99%	100%	98%	0%		
		6	100%	77%	98%	0%		
		7	99%	100%	98%	0%		
		8	0%	0%	0%	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	98%	83.93%	76.79%	0%		
		1	98%	83.67%	83.67%	0%		
		2	83%	86%	84%	0%		
		3	100%	86%	88%	0%		
		4	100%	82.98%	80.85%	0%		
		5	100%	87.5%	87.5%	0%		
		6	75%	66.67%	66.67%	0%		
		7	100%	83.67%	83.67%	0%		
		8	0%	0%	0%	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	Proficiency is inconsistent across grade levels.	The ELA Benchmark is administered to K-7. The PAS data revealed that students made steady progress from the baseline assessment to Cycle 2. From Cycle 1 to Cycle 3 most grade levels saw an increase in progress with the exception of Grade 6 who demonstrated a negative growth.
		K	32%	91%	93%	0%		
		1	32%	57%	64%	0%		
		2	14%	12%	37%	0%		
		3	2%	16%	20%	0%		
		4	25%	29%	26%	0%		
		5	19%	35%	41%	0%		
		6	17%	48%	25%	0%		
		7	28%	44%	52%	0%		
		8	0%	0%	0%	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
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	Proficiency is inconsistent across grade levels.	PAS iReady data reveals that most grade levels are making consistent progress from Cycle 1 to Cycle 2. From Cycle 2 to Cycle 3 the results of students scores are inconsistent with the growth from Cycle 1 to Cycle 2. Grade 3 had a proficiency dip from Cycle 1 to Cycle 2 but has showed gains in Cycle 3. Grade 6 had a negative substantial dip from Cycle 2 to Cycle 3.
		K	74%	89.36%	88.37%	0%		
		1	66%	60.98%	80.49%	0%		
		2	28%	23.26%	4.76%	0%		
		3	37%	4.65%	40.91%	0%		
		4	10%	30.77%	21.05%	0%		
		5	34%	31.43%	22.86%	0%		
		6	0%	57.14%	21.43%	0%		
		7	29%	26.83%	53.66%	0%		
		8	0%	0%	0%	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
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	43.5%	Data not available at time of review.	Data not available at time of review.

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	401	Enrollment as of 5/1/2022: 401	Enrollment Trends: Enrollment continues to be consistent in most grade levels. Enrollment in the primary grade levels fluctuates from year to year
		Subgroup 1 YTD Student Enrollment Average	223		
		Subgroup 2 YTD Student Enrollment Average	79		

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	92.38%	Daily Attendance Percentage by Grade: K: 92% 1: 91% 2: 91% 3: 92% 4: 92% 5: 94% 6: 95% 7: 94%	Park Avenue School attendance target rate was met for the schoolwide population as reported on the NJ School Report Card. No patterns were identified by teacher. Daily Attendance Percentage by Grade: K: 92% 1: 91% 2: 91% 3: 92% 4: 92% 5: 94% 6: 95% 7: 94%
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	88.46%		

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	1.81%	NO Patterns by grade level.	No patterns by grade level or teacher. Interventions: Individual parent conferences are held monthly with students who are in danger of being chronically absent or tardy. Parents work with the school counselor to ensure students arrive to school on time and
		Subgroup 1 YTD Chronic	3.81%		
		Subgroup 2 YTD Chronic Absenteeism	4.50%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	93.09%	No patterns observed.	Staff attendance was consistent this school year. Absences due to COVID impacted average daily 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	0.49%	No patterns by subgroup.	No patterns by subgroup. There are no apparent trends in terms of subgroups and discipline.
		Student Suspension YTD Average - In School for Subgroup 1	0.44%		
		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	0.33%		

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	Fall Survey: Elem: 55% MS/HS: 100% Parent: 27% Staff: 96%	Spring Survey: Staff: 96% Parent: 27% Elem: 100% MS: 100% PAS saw an increase in student responses to the Spring Survey. Climate and Culture continues to grow as there is an increased focus on SEL within the school and classroom.
		Participation	55	100	27	96		

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	0		
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Charlotte Danielson	No teachers on CAP. 22 Non-Tenured Teachers with three observations each 24 Tenured Teachers with two observations each 16 paraprofessionals at PAS	Trends in observations continue to reveal a need for further professional development in the following areas: 1. Multi-Tiered Systems MTSS, Differentiation of Instruction 2. Communication, Questioning and Student Engagement Tenured teachers receive two formal observations. Non-Tenured teachers receive three formal observations with a minimum of one co-observer. Walkthroughs occur monthly by teams of administrators. Trends in walkthroughs reveal further professional learning in the following areas: 1. Communication, Questioning and Student Engagement (Domain 3) 2. Domain 1 Planning
Observation Waiver?	NO				
# Teachers to Evaluate	45				
# Non-tenure teachers (years 1 & 2)	10				
# Non-tenure teachers (years 3 & 4)	9				
# Teachers on CAP	0				
# Teachers receiving mSGP	0				
Observations	Total				
# Scheduled	89				
# Completed	85				
# Highly Effective	0				
# Effective	83				

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		
		# Partially Effective	2		
		# Ineffective	0		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Family Literacy Night (Fall & Spring)	Family Literacy Night is an important step in training families in strategies and skills needed for families	Family Literacy	N/A
Family Math Night (Fall & Spring)	Family Math Night is an important step in training families in strategies and skills needed for families.	Family Math Night	N/A
Autism Family Night	Autism Family Night is an important step in training families in strategies and skills needed for families.	Autism Family Night	N/A
Chat W/ Principal (Monthly)	Increasing Family/Parent Involvement	Parent Involvement	N/A

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	Overall strengths: 1.1, Focus on Student Learning, 1.3 an Alignment of Standards and SLOs, 1.4 Effective Instruction and 1.5 Career Ready Practices.	Area of focus: 1.2 the unpacking of Standards as they relate to the Student Learning Objectives.
	2	A	2-Emerging		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
Assessment	1	A	2-Emerging	Overall strength: 2.3 Formative Assessments	Area of focus: 2.1 Summative Assessments and 2.2 Pre-Assessments.
	2	A	2-Emerging		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	2-Emerging	Overall strength: 3.2 Time for PLC and 3.4, Conflicts.	Area of focus: 3.1, Team/Focus/Goals and 3.3 Norms. Both areas need focus on ensuring that student learning is at the center of discussion.
	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	Overall Strength:4.1, Clear Expectations for Student Behavior, 4.3 Social Environment-Students, 4.4 Physical Environment, 4.5 Rules/Norms for Students, 4.6 Teaching and Learning, 4.7 Programs/Initiatives/approaches related to school climate, 4.8 Mission, 4.9 Collegial Environment, 4.10 Clear Expectations for Professional Behavior, 4.11 Shared Leadership, 4.12 Communication of Connections and 4.13 Data Collection and Analysis	Area of focus: 4.2 Social and Emotional Learning and 4.14 School Climate Plan Development.
	2	A	1-Not Addressed		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	4-Sustaining		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	1-Not Addressed		
Teacher and Principal Effectiveness	1	A	3-Developing	Overall Strength: Connection between Student Learning and Evaluation	NONE

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Curriculum and Standards	<p>The Spring 2022 iReady and local benchmark data revealed that students continue to fall in the at risk categories of Tier 2 and Tier 3.</p> <p>K: 88% 1: 80% 2: 4.76% 3: 41% 4: 21% 5: 23% 6: 21% 7: 54%</p>	<p>Data Challenges: General Education and In-Class Support teachers have difficulty identifying appropriate instructional mechanisms and interventions to support specific needs of students (Lesson Plans/Walkthroughs)</p> <p>Student weaknesses in the standards of Major Math Content lead to deficient application and understanding from grade to grade (NJSLA- Evidence Statements for MA)</p> <p>Teachers did not follow pacing with fidelity. (Observations/Walkthroughs)</p> <p>Teachers did not use data fully to support and drive instructional practices (Lesson plans, CPT Minutes)</p>	SE, GE, ELL	1	<p>Implement and strengthen multiple research based Mathematics strategies to tier support and remediation for students who scored between Level 2 (Partially Met) and Level 3 (Approaching) on the NJSLA - MA Assessment.</p>
				2	<p>Solidify data management and evaluation practices through more effective progress monitoring at interim checkpoints and through both job embedded and district-sponsored professional development.</p> <p>Administration to review data binders monthly with certificated staff and develop action plans as appropriate.</p>
				3	<p>Students will engage in personal goal setting and will monitor their results quarterly with their teachers.</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?)	
Effective Instruction	<p>The Spring 2022 SRI and local assessment data revealed that students were performing below the targeted proficiency:</p> <p>Grade K: 93%</p> <p>Grade 1: 64%</p> <p>Grade 2: 37%</p> <p>Grade 3: 20%</p> <p>Grade 4: 26%</p> <p>Grade 5: 41%</p> <p>Grade 6: 25%</p> <p>Grade 7: 52%</p>	<p>Data Challenges: General Education and In-Class Support teachers have difficulty identifying appropriate instructional mechanisms and interventions to support specific needs of students (Lesson Plans/Walkthroughs) Student weaknesses in the standards of Reading Literature (RL) and Reading Information (RI) and Language (L) lead to deficient application and understanding from grade to grade (NJSLA- Evidence Statements for ELA). Teachers did not follow district mandates with fidelity. Data was not used regularly to drive small and MTSS instructional techniques. (Data binders) CPT structures need to be strengthened to ensure student action plans are developed with individual student needs apparent.</p>	SE, GE, ELL	1	Implement and strengthen multiple research based ELA strategies to tier support and remediation for students who scored between Level 2 (Partially Met) and Level 3 (Approaching) on the NJSLA - ELA Assessment.
				2	Solidify teacher data binders to ensure that more targeted action plans are created with students.
				3	Strengthen MTSS and intervention structures to assist with tier support in the major content missed in the NJSLS.

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	Data from multiple sources, reveals students are struggling with mastery of grade level benchmark standards for Science. The NJSLA data for prior year revealed that only 28% of students met grade level standards.	Data Challenges: General Education and In-Class Support teachers have difficulty identifying appropriate instructional mechanisms and interventions to support specific needs of students (Lesson Plans/Walkthroughs) Student weaknesses in the Next Gen standards of Science lead to deficient application and understanding from grade to grade. Teachers did not follow district mandates with fidelity. Data was not used regularly to drive small and MTSS instructional techniques. (Data binders) CPT structures need to be strengthened to ensure student action plans are developed with individual student needs apparent.	SE, ELL, GE	1	Implement and strengthen multiple research based Science strategies to tier support and remediation for students who scored between Level 2 (Partially Met) and Level 3 (Approaching) on the NJSLA - Science Assessment.
				2	Solidify teacher data binders to ensure that more targeted action plans are created with students.
				3	Strengthen MTSS and intervention structures to assist with tier support in the major content missed in the NJSLA.
Climate and Culture, including Social and Emotional Learning	Data from multiple sources, ELA and Math, reveals students are struggling with mastery of grade level standards. This can be due to the ongoing restrictions we have had this school year due to the continued COVID pandemic. We have found that more students have developed social and emotional learning issues as a result.	Data Challenges: All stakeholders have indicated that students emotional and mental health have been impacted as a result of whole group learning structures, structures with social distancing and Structures set in place by the continued COVID-19 crisis.	SE, ESL, GE	1	Implement SEL structures throughout all elements of instruction.
				2	Provide SEL professional development to all staff and stakeholders.
				3	Strengthen intervention and MTSS structures to include SEL.

SMART Goal 1

By June 2023, 50% of students in Grades K-7 will meet or exceed the projected growth.

Priority Performance The Spring 2022 iReady and local benchmark data revealed that students continue to fall in the at risk categories of Tier 2 and Tier 3.

K:	88%
1:	80%
2:	4.76%
3:	41%
4:	21%
5:	23%
6:	21%
7:	54%

Strategy 1: Implement and strengthen multiple research based Mathematics strategies to tier support and remediation for students who scored between Level 2 (Partially Met) and Level 3 (Approaching) on the NJSLA - MA Assessment.

Strategy 2: Solidify data management and evaluation practices through more effective progress monitoring at interim checkpoints and through both job embedded and district-sponsored professional development.
Administration to review data binders monthly with certificated

staff and develop action plans as appropriate.

Strategy 3: Students will engage in personal goal setting and will monitor their results quarterly with their teachers.

Target Population: SE, GE, ELL

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	100% of the students will take the baseline assessment for iReady. Action plans and MTSS groupings set up by all subgroups/populations.	Academic records, informal walkthroughs, benchmark and assessment results for ELA, Danielson Observations - Domain 2/3, CPT minutes, School Level Data Locker, SRI, iReady Reports.
Feb 15	75% of the teachers in Grades K-7 will use the data from the iReady to solidify small group structures for blended learning. The iReady second MP assessment will be administered to all with a 95% participation rate and with students moving towards a 25% gain from the baseline.	Academic records, informal walkthroughs, benchmark and assessment results for ELA, Danielson Observations - Domain 2/3, CPT minutes, School Level Data Locker, SRI, iReady Reports.
Apr 15:	95% of students will participate in the third MP assessment of iReady with student action plans being adjusted for all subgroups/populations with students moving towards a 50% gain from the baseline.	Academic records, informal walkthroughs, benchmark and assessment results for ELA, Danielson Observations - Domain 2/3, CPT minutes, School Level Data Locker, SRI, iReady Reports.

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2023, 50% of students in Grades K-7 will meet or exceed the projected growth.	Academic records, informal walkthroughs, benchmark and assessment results for ELA, Danielson Observations - Domain 2/3, CPT minutes, School Level Data Locker, SRI, iReady Reports.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Solidify partnerships with students and families using data and Family Math Night Structures (1 time per marking period).	9/1/22	6/2/23	
1	1	Administer iReady to all populations/subgroups during district required benchmark window.	9/1/22	9/30/22	
1	2	Create a format for a set number of walkthroughs for mathematics with school and district administration.	9/1/22	9/16/22	
2	1	Review iReady benchmark data and create and implement Action plans as needed for subgroups and individuals.	9/30/22	10/28/22	
2	3	Provide remediation and enrichment to students in Summer to prevent learning loss.	7/5/22	8/5/22	
2	2	Administration to review lesson plans weekly to ensure data is being used to drive instruction. Administration to provide feedback on results and instruction.	9/1/22	6/16/23	
3	2	Provide professional development in Math major concepts, using NJSLA and NJSLA evidence statements.	9/1/22	5/26/23	
3	1	Provide professional development in Math major concepts, using NJSLA and NJSLA evidence statements.	10/28/22	11/25/22	
4	2	Teachers will create data binders to review data monthly.	9/1/22	4/28/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	1	Teachers will work to target individual students within small group/learning station time to implement and solidify best practices strategies for math.	9/1/22	5/26/23	

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Stipends for two Family Math Nights for 9 teachers, 3 hours per event, \$35 per hour + FICA (7.65%)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,036	Federal Title I (School Allocation)
2	Summer Mathematics Extended Academy, Stipend 1 Administrator, 2 hours per day, 24 days, \$40.00 per hours (1920) + FICA(146.88)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,067	Federal Title I (School Allocation)
2	Summer Mathematics Extended Academy, July 6, 2022-August 6, 2022, 6 Teachers, 4 hours per day, 24 days, 35 per hour, K-5 (3360 pp), FICA (257.04 pp)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$21,703	Federal Title I (School Allocation)
1	Supplies for two Family Math Nights	INSTRUCTION - Supplies & Materials / 100-600	\$500	Federal Title I (School Allocation)

SMART Goal 2

By June 2023, 50% of students in Grades 1-7 will meet their Lexile growth goals as measured by the Scholastic Reading Inventory (SRI) and district developed benchmarks.

Priority Performance The Spring 2022 SRI and local assessment data revealed that students were performing below the targeted proficiency:
Grade K: 93%
Grade 1: 64%
Grade 2: 37%
Grade 3: 20%
Grade 4: 26%
Grade 5: 41%
Grade 6: 25%
Grade 7: 52%

Strategy 1: Implement and strengthen multiple research based ELA strategies to tier support and remediation for students who scored between Level 2 (Partially Met) and Level 3 (Approaching) on the NJSLA - ELA Assessment.

Strategy 2: Solidify teacher data binders to ensure that more targeted action plans are created with students.

Strategy 3: Strengthen MTSS and intervention structures to assist with tier support in the major content missed in the NJSLA.

Target Population: SE, GE, ELL

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	100% of students will participate first MP baseline assessment for reading and writing and all action plans for all groups created for all subgroups/populations.	Academic records, informal walkthroughs, benchmark and assessment results for ELA, Danielson Observations - Domain 2/3, CPT minutes, School Level Data Locker, SRI, Edulastic Reports.
Feb 15	Student SRI goals reviewed by instructional staff to ensure students are on path to success with students gaining a minimum of 25% growth from the baseline.	Academic records, informal walkthroughs, benchmark and assessment results for ELA, Danielson Observations - Domain 2/3, CPT minutes, School Level Data Locker, SRI, Edulastic Reports.
Apr 15:	Student SRI goals reviewed by instructional staff to ensure students are on path to success with students gaining a minimum of 50% growth from the baseline.	Academic records, informal walkthroughs, benchmark and assessment results for ELA, Danielson Observations - Domain 2/3, CPT minutes, School Level Data Locker, SRI, Edulastic Reports.
Jul 1	By June 2023, 50% of students in Grades 1-7 will meet their Lexile growth goals as measured by the Scholastic Reading Inventory (SRI) and district developed benchmarks.	Academic records, informal walkthroughs, benchmark and assessment results for ELA, Danielson Observations - Domain 2/3, CPT minutes, School Level Data Locker, SRI, Edulastic Reports.

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Provide Summer Learning Opportunities, K-6 to struggling students, ensuring a cross-curricular approach as well as cooperative learning goals	7/5/22	8/5/22	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Provide Professional Development in the priority areas of the NJSLs as evidence by the NJSLA statements from prior years as well as baseline assessment score reports from district benchmarks.	9/2/22	11/18/22	
1	1	Administer all ELA benchmarks, K-7 to all subgroups to gain a baseline assessment score.	9/1/22	9/30/22	
2	2	Teacher data binders to be reviewed bi weekly at CPTs with administration. Data binders will include real-world data aligned to NJSLs deficiencies.	9/2/22	9/30/22	
2	3	Teachers will provide targeted interventions in the NJSLs for improving student performance on local and state benchmarks and document appropriately in weekly lesson planning.	9/2/22	5/26/23	
3	2	Teachers will provide targeted lessons in the writing process that supports student in becoming proficient and well versed writers. Teachers will use the portfolio process to show student progression from September - May 2023.	9/2/22	5/26/23	
4	2	Ensure parents and families have the right tools to support student learning and to close achievement gaps.	9/2/22	5/26/23	
5	2	Provided access to reading literature for all grade levels, via incentives (Book Vending Machine) with books for students to take home.	7/12/22	8/19/22	

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Summer ELA Extended Academy, July 6, 2022- August 6, 2022, 6 Teachers, 4 hours per day, 24 days, \$35.00 per hour, Gr. K-6 + FICA 7.65%	INSTRUCTION - Personnel Services - Salaries / 100-100	\$21,703	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Summer ELA Extended Academy, July 6, 2022- August 6, 2022, 1 Administrator, 24 days, \$40.00 per hour, 2 hours per day, Gr. 3-7 +FICA 7.65%	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,067	Federal Title I (School Allocation)
1	Stipend for two Family Literacy Nights, 9 staff, 3 hours per event, 35 per hour + FICA (7.65%)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,036	Federal Title I (School Allocation)
3	Book Vending Machine (Global Vending) plus reading literature (Scholastic)	INSTRUCTION - Supplies & Materials / 100-600	\$6,500	Federal Title I (School Allocation)
1	Supplies for three Family Literacy Nights (One Latino Literacy, Two Family Literacy)	INSTRUCTION - Supplies & Materials / 100-600	\$500	Federal Title I (School Allocation)

SMART Goal 3

By June 2023, 40% of students in Grades K-7 will meet proficiency in Science as measured by district developed benchmarks.

Priority Performance Data from multiple sources, reveals students are struggling with mastery of grade level benchmark standards for Science. The NJSLA data for prior year revealed that only 28% of students met grade level standards.

Strategy 1: Implement and strengthen multiple research based Science strategies to tier support and remediation for students who scored between Level 2 (Partially Met) and Level 3 (Approaching) on the NJSLA - Science Assessment.

Strategy 2: Solidify teacher data binders to ensure that more targeted action plans are created with students.

Strategy 3: Strengthen MTSS and intervention structures to assist with tier support in the major content missed in the NJSLA.

Target Population: SE, ELL, GE

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	100% of students will participate first MP baseline assessment for Science and all action plans for all groups created for all subgroups/populations.	Academic records, informal walkthroughs, benchmark and assessment results for Science, Danielson Observations - Domain 2/3, CPT minutes, School Level Data Locker, SRI, iReady Reports.
Feb 15	75% of the teachers in Grades K-7 will use the data from the district developed Science benchmarks to solidify small group structures for blended learning. The second MP assessment will be administered to all with a 95% participation rate and with students moving towards a 25% gain from the baseline.	Academic records, informal walkthroughs, benchmark and assessment results for Science, Danielson Observations - Domain 2/3, CPT minutes, School Level Data Locker, SRI, iReady Reports.
Apr 15:	100% of students will participate in the third MP assessment for Science with student action plans being adjusted for all subgroups/populations with students moving towards a 50% gain from the baseline.	Academic records, informal walkthroughs, benchmark and assessment results for Science, Danielson Observations - Domain 2/3, CPT minutes, School Level Data Locker, SRI, iReady Reports.
Jul 1	By June 2023, 40% of students in Grades K-7 will meet proficiency in Science as measured by district developed benchmarks.	Academic records, informal walkthroughs, benchmark and assessment results for Science, Danielson Observations - Domain 2/3, CPT minutes, School Level Data Locker, SRI, iReady Reports.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Establish Science Classroom Libraries that are aligned to Science Topics, in Grades 1-3	7/1/22	8/26/22	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	The need for uniform / consistent use of district provided rubrics when assessing student work	9/2/22	9/30/22	
1	1	There is a need for cross-curricular collaboration and professional development (both with math and ELA teachers) to establish consistency across the district. Principals familiarize themselves with the NGSS overview for Principals	9/2/22	10/28/22	
2	1	Lesson Plan Review/Walkthrough (Look Fors) Look for integration of the Cross Cutting Concepts Look for evidence of student engagement Engineering Practices (SEPs) Look for evidence of learning progression consideration and that teacher is checking prior knowledge Form keeping with the lesson goals and objectives	9/2/22	9/30/22	
2	3	Verify that all developed lesson plans makes use of District Mandated materials	8/5/22	10/28/22	
2	2	In-house PD on Planning; Carrying out Investigations and Analyzing, Interpreting Data- Need for CPT that allows for horizontal and vertical articulation.	9/2/22	9/30/22	

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Classroom Libraries focused on Science for Grades 2-3 (2 classrooms per grade level)250 per classroom	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	Federal Title I (School Allocation)

SMART Goal 4

By the Spring of 2023, 65% of students will receive targeted SEL instruction as measured by the Second Step Program in Grades K-5.

Priority Performance Data from multiple sources, ELA and Math, reveals students are struggling with mastery of grade level standards. This can be due to the ongoing restrictions we have had this school year due to the continued COVID pandemic. We have found that more students have developed social and emotional learning issues as a result.

Strategy 1: Implement SEL structures throughout all elements of instruction.

Strategy 2: Provide SEL professional development to all staff and stakeholders.

Strategy 3: Strengthen intervention and MTSS structures to include SEL.

Target Population: SE, ESL, GE

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	All stakeholders will review data pertaining to student achievement in Grades 1-5. Stakeholders will unpack Second Step kits, review manuals and attend webinar as grade level teams.	Teacher Lesson Plans, Staff and Student Handbook, Communications, Discipline Reports, Suspension Reports, HIB Reports, Assemblies, Professional Development, Teacher Evaluation/Observation, Walkthroughs, Surveys

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Stakeholders complete and review Second Step Instructional Practices. Stakeholders will participate in webinar on Second Step.	Teacher Lesson Plans, Staff and Student Handbook, Communications, Discipline Reports, Suspension Reports, HIB Reports, Assemblies, Professional Development, Teacher Evaluation/Observation, Walkthroughs, Surveys
Apr 15:	Stakeholders will continue to implement Second Step Instructional Practices.	Teacher Lesson Plans, Staff and Student Handbook, Communications, Discipline Reports, Suspension Reports, HIB Reports, Assemblies, Professional Development, Teacher Evaluation/Observation, Walkthroughs, Surveys
Jul 1	By the Spring of 2023, 65% of students will receive targeted SEL instruction as measured by the Second Step Program in Grades K-5.	Teacher Lesson Plans, Staff and Student Handbook, Communications, Discipline Reports, Suspension Reports, HIB Reports, Assemblies, Professional Development, Teacher Evaluation/Observation, Walkthroughs, Surveys

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Provide assemblies for students in SEL.	9/2/22	12/2/22	
1	2	Provide continued professional development in SEL aligned to NJDOE standards, school vision and mission, as well as the OBOE goals.	9/1/22	6/2/23	
1	1	Implement Second Step in Gr. 3-4-5 as a means for SEL instruction.	7/1/22	8/26/22	
2	3	Provide workshops for parents on SEL	12/2/22	3/31/23	
2	2	Provide support for families in native language through translation.	9/2/22	6/23/23	

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	School Level Translators (2 hour per month, 10 months, 2 languages, 20 total hours+7.65%)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,550	Federal Title I (School Allocation)
3	Stipends for one Family SEL Nights for 9 teachers, 3 hours per event, \$35 per hour + FICA 7.65%	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,018	Federal Title I (School Allocation)
1	Second Step Kits, Gr. 3 (2 per grade level, 409 per classroom, Gr. 4-5 (2 per grade level, 439 per classroom) + shipping	INSTRUCTION - Supplies & Materials / 100-600	\$2,832	Federal Title I (School Allocation)
2	Supplies for two Family SEL Nights	INSTRUCTION - Supplies & Materials / 100-600	\$500	Federal Title I (School Allocation)

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	\$54,180	\$0	\$0	\$0	\$0	\$0	\$54,180
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$11,832	\$0	\$0	\$0	\$0	\$0	\$11,832
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$66,012	\$0	\$0	\$0	\$0	\$0	\$66,012
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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	\$66,012	\$0	\$0	\$0	\$0	\$0	\$66,012

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	\$66,012	\$0	\$66,012
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$66,012	\$0	\$66,012

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		Curriculum and Standards
x		Climate and Culture, including Social and Emotional Learning
	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: Myron Hackett

Title: School Principal

Date: 06/23/2022

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: Jason E Ballard
 Title: School Business Administrator
 Date: 08/24/2022

ASP District CSA Certification and Approval Page

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

Certified By: Faith Alcantara
 Title: Executive Director of Innovation
 Date: 08/24/2022