STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION   2024-2025

Philip G. Vroom Community School

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220090

Annual School Planning
2024-2025

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Nichole Heaney	Yes	Yes	Yes		
Community Member	Meghann Mock	Yes	Yes	Yes		
Principal	Stacey Janeczko	Yes	Yes	Yes		
Math Coach	Alyson James	Yes	Yes	Yes		
Title I Interventionist	Christine Alvarez	Yes	Yes	Yes		
Teacher	Mary Calcaterra	Yes	Yes	Yes		
Guidance Counselor	Sandra D'Angelo	Yes	Yes	Yes		

ASP ESEA Required Stakeholder Groups Assurance

X	The LEA certifies it met all stakeholder engagement group requirements, including parent(s), community member(s), and student(s) at the secondary level, in accordance with applicable ESEA citations as noted in the box above.
	If all constituent groups are not represented, please indicate the impacted ESEA program(s), the unrepresented group(s), and an explanation.

Comments

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
11/01/2023	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
02/10/2024	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,	Yes	Yes
04/26/2024	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/16/2024	Prior Year Evaluation,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 implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Continuation of IXL implementation and ST Math to review skills.	ELA and Math	Grades 3-8	No	Yes	Yes	IXL will be replaced with iReady for ELA and Math. We will continue with ST Math.	Yes
Group students to work collaboratively with peers according to areas of strength and weakness based on analysis of IXL data.	All	Grades 3-8	No	Yes	Yes	IXL data no longer available.	Yes
Utilize Link!t data program	ELA, Math, Science	Grades 3-8	Yes	Yes	Yes	Data reports, Benchmark A, B, and C assessments.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Data from i-Ready and Link!t Assessments will be used to allow teacher to pinpoint standards to address during instruction	ELA and Math	K-8	Yes	Yes	Yes	Data reports, Benchmark A, B, and C assessments.	Yes
Reading comprehension strategies, like sustained silent reading at the beginning of instructional time, writers journals and small groups to aide differentiated instructional practices	All	K-8	Yes	Yes	Yes	Formative/summative assessments	Yes
Determine level of growth from September to June.	ELA, Math, Science	K-8	Yes	Yes	Yes	LinkIt Benchmarks A, B, and C, iReady data reports	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Reach out to chronically absents student parents, thru emails, letters, and phone calls, to help get the child to attend school	Attendance	Students identified as being chronically absent	Yes	Yes	Yes	Monthly Attendance Reports, Data reports, Attendance Warning Letters, Truancy Referral Forms, Nurse's Log, Doctor's Notes/Parent Notes	Yes
Attendance incentives and reward programs monthly & creating a strong climate and culture committee to address student concerns/needs	Attendacne	Students identified as being chronically absent	Yes	Yes	Yes	Stakeholder Survey, Data Reports, Student of the Month	Yes
Working closely with truant officer to eliminate chronic absenteeism	Attendance	Students identified as being chronically absent	Yes	Yes	Yes	Attendance Reports	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population(s) / Subgroup(s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Second Step lessons taught by homeroom teachers	SEL	K-8	Yes	Yes	Yes	School climate and culture information rates related to conflict and bullying (survey), detention, attendance, graduation rates, and general school performance, grade level lessons led by guidance/SAC, Teacher led programs through Second Step Program, PLC presentations led by guidance	Yes
Grade-level lessons led by the guidance counselor and our student mental health counselor	SEL	K-8	Yes	Yes	Yes	Student surveys, formative assessments, classroom discussions	Yes
Assessment for students to define communication and social interaction techniques	SEL	K-8	Yes	Yes	Yes	Assessment results	Yes

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment 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. | | | | | | | LinkIt Benchmark Data Portfolios. Group projects Progress reports Class discussions. Entry and exit tickets Short, regular quizzes Virtual classroom tools like Blooket, Kahoot! Homework | Schoolwide, ELA was more successful than math as over half of our students were proficient in ELA.

Highest performing groups in ELA were Asian, Native Hawaiian or Pacific Islander, Black or African American, Female students, Students with Disabilities and Non-Economically Disadvantaged Students.

Lowest performing groups in ELA were English Learners, Male students, White, Hispanic and Two or More Races and Economically Disadvantaged |

Student Group	ELA	Math	Alg1	Alg2	Geo
Schoolwide	56.9%	38.8%	*		
White	54.4%	43.4%	*		
Hispanic	54.3%	26.1%	*		
Black or African American	61.3%	35.5%	*		
Asian, Native Hawaiian, or Pacific Islander	78.3%	69.6%	*		
American Indian or Alaska Native	*	*	*		
Two or More Races	52.4%	45%	*		
Female	63.3%	41.7%	*		
Male	51.6%	36.4%	*		
Economically Disadvantaged Students	55.2%	33.9%	*		
Non-Economically Disadvantaged Students	60.4%	48.9%	*		
Students with Disabilities	*	*	*		
Students without Disabilities	65.1%	44.2%	*		
English Learners	50%	41.9%	*		
Non-English Learners	58.1%	38.2%	*		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		Students.
		Homeless Students	*	*	*				
		Students in Foster Care	*	*	*				Highest performing groups in Math were Asian, Native Hawaiian or Pacific Islander, and Non-Economically Disadvantaged students.
		Military-Connected Students	*	*	*				
		Migrant Students	*	*	*				
		Non-Binary / Undesignated Gender	*	*	*				
									Lowest performing groups in Math were Hispanic, Black or African American, Male and Economically Disadvantaged Students.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				LinkIt Benchmark Data Portfolios. Group projects Progress reports Class discussions. Entry and exit tickets Short, regular quizzes Virtual classroom tools like Blooket, Kahoot! Homework	In grade 5, HIspanic students outperformed any other demographic. Male students performed better than female students by 12 percentage points.

In grade 8, performance was exceptionally low at 7%. Female students performed better than male students by 8 percentage points. |
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	22%	7%			
		White	13%	7%			
		Hispanic	30%	8%			
		Black or African					
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	14%	11%			
		Male	26%	3%			
		Economically	18%	2%			

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Non-Economical	27%	19%			
		Students with		0%			
		Students without	25%	11%			
		English Learners					
		Non-English	22%	8%			
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment 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	NJSLA data LinkIt Data	There is no SGP in grade 8 math due to grade 8 algebra I participation.

Schoolwide, ELA and Math growth is similar, within 1 point. Black or African American students had more growth in ELA than Math (by 33 points). Female and Male students had similar growth in both content areas.

English Language Learners had more growth in ELA than Math (by 17.5 points) and Students with Disabilities had more growth in Math than ELA (17 points). |
		Schoolwide	51%	50%		
		White	45.5%	52%		
		Hispanic	54%	48%		
		Black or African American	59%	26%		
		Asian, Native Hawaiian, or Pacific	65%	77.5%		
		American Indian or Alaska Native	*			
		Two or More Races	24%	40%		
		Female	52%	50.5%		
		Male	48%	50%		
		Economically Disadvantaged	52%	50%		
		Non-Economically Disadvantaged				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math		
		Students with Disabilities	24%	41%		
		Students without Disabilities				
		English Learners	67%	49.5%		
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students	*	*		
		Migrant Students				
		Non-Binary / Undesignated Gender				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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					iReady (K-2) LinkIt (3-8)	100% participation for cycles 1-3 in ELA and Math. There is no cycle 4.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	0%		
		5	100%	100%	100%	0%		
		6	100%	100%	100%	0%		
		7	100%	100%	100%	0%		
		8	100%	100%	100%	0%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	0%		
		5	100%	100%	100%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		6	100%	100%	100%	0%		
		7	100%	100%	100%	0%		
		8	100%	100%	100%	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 (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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	iReady (K-2) LinkIt (3-8)	For grades K-2, Cycle 3 had the most percentage amount passing, although there is still room for growth.
		K	20%	20%	41%	0%		
		1	19%	19%	47%	0%		For grades 3-8, 6th grade had the most passing at 62% while 7th grade had the lease passing and little growth from previous cycles at 32%.
		2	39%	39%	58%	0%		
		3	9%	44%	44%	0%		
		4	22%	41%	41%	0%		
		5	34%	35%	35%	0%		
		6	31%	62%	62%	0%		
		7	30%	32%	32%	0%		
		8	23%	39%	51%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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	iReady (K-2) LinkIt (3-8)	Grade K & 1 had significant growth in Cycle 3, with 26 percentage points and 19 percentage points in growth.

Grade 3, 4 and 5 decreased in Cycle 3. Grade 6 slightly increased, Grade 7 remained flat and Grade 8 showed a decrease in the percent passing. |
		K	8%	8%	34%	0%		
		1	3%	3%	22%	0%		
		2	0%	0%	12%	0%		
		3	64%	64%	37%	0%		
		4	43%	43%	34%	0%		
		5	36%	36%	23%	0%		
		6	35%	35%	39%	0%		
		7	24%	24%	25%	0%		
		8	32%	32%	12%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to				46.2%	.	.

CLIMATE & CULTURE

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	432	No assessments for enrollment - information gathered from RealTime	Our largest subgroup is economically disadvantaged
		Subgroup 1 YTD Student Enrollment Average	118		
		Subgroup 2 YTD Student Enrollment Average	73		
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	95.21%	No assessments for enrollment - information gathered from RealTime	Overall, our attendance has shown positive growth this year. Our economically disadvantages attendance rate is the highest.
		Subgroup 1 YTD Student	93.03%		
		Subgroup 2 YTD Student Attendance Average	94.29%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	26.11%	No assessment for absenteeism - data found on RealTime	Chronic absenteeism continues to be a need for focus. Our highest rates are those who are economically disadvantaged.
		Subgroup 1 YTD Chronic	26.05%		
		Subgroup 2 YTD Chronic Absenteeism	27.94%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			Staff attendance can be accessed through RealTime	We have a positive staff attendance rate.
		Staff Attendance YTD	95.22%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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%		
		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%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	1.21%		
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			.	.

COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	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				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	5 Year Rate	4 Year Rate		
		English Learners				
		Homeless Students				
		Students in Foster Care				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.									.	.
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Statewide									
		White									
		Hispanic									
		Black or African American									
		Asian, Native Hawaiian, or Pacific Islander									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		American Indian or Alaska Native									
		Two or More Races									
		Economically Disadvantaged Students									
		Students with Disabilities									
		English Learners									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Homeless Students									
		Students in Foster Care									
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									.	.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	6	.	.
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	*		
		% of students who scored 4 or 5 on the PARCC assessment	*		

EVALUATION INFORMATION

Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks / Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson	.	.
		# Teachers to Evaluate	50		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	21		
		Cycle 2	22		
		Cycle 3	0		
		Cycle 4	0		

< Other Indicators - NO DATA >

Comprehensive Needs Assessment Process Questions

1. Describe how the school planning team will disseminate the results of the comprehensive needs assessment and ensure all relevant stakeholders, including stakeholders outside of the ASP school planning team, receive this information in a timely and understandable manner?

The school planning team will disseminate the results of the comprehensive needs assessment to ensure all relevant stakeholders are informed. Information will be sent out via school flyers, during the PTA meetings, and teachers will be made aware so that they can pass the information on to parents and other staff members.

2. How will the school's parent and family engagement program help to address the priority needs identified in the comprehensive needs assessment?

Students in need of additional support will be targeted for family engagement programs. These programs will get students and family members involved in the programs. Title I Parent Workshops will be held throughout the year to get families involved and engaged in their children's education. Parents and families are also encouraged to attend PTA meetings.

Reflection and Growth Rubric

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	2-Emerging	We consistently share and model instructional strategies/models/activities and resources that contribute to successful student outcomes based on the ongoing collaborative analysis of formative and summative assessment data. The most effective instructional elements are embedded into our units of study.	To improve our guiding questions to focus our conversations on student learning.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
Assessment	1	A	3-Developing	We collaboratively analyze student pre-assessment data to determine student mastery of requisite and prerequisite SLOs. We use this data to form flexible groups and develop differentiated learning opportunities.	To continue to improve the use formative assessments to monitor student progress. We record formative assessment data and provide specific feedback to students. The formative assessment drives next steps in instruction for teachers and allows students to make adjustments to their learning.
	2	A	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	We have established and consistently apply an agreed upon method of resolving team conflicts. We understand that conflict can be productive if handled openly and resolved with a focus on what is best for student learning.	To further developed team norms and review the norms before each meeting. We periodically assess team adherence to the norms and consistently address violations of the norms to ensure that we are focused on student learning in an efficient and productive manner.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	4-Sustaining		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	The school has a physical environment that is conducive to learning. Student work is displayed and there is an inviting feeling when parents and community members enter. School plans have been developed in collaboration with local police and clearly communicated to all staff. These plans are reviewed regularly and adjusted based on drill outcomes or other data. Parents and community members are aware that the school has plans and that they are consistently revised and updated to ensure the protection of all students. The local police have a positive relationship with students and staff and they participate in school community activities.	To continue to improve and include students as active partners in their learning. Teachers regularly differentiate instruction. Students are provided with appropriate and timely feedback to enhance their ability to achieve the learning objectives. Students feel ownership of their learning and often take the initiative to ask questions and seek assistance as needed. Students support one another and have regular opportunities to peer and self-assess. Students regularly set their own learning goals based on these assessments.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	4-Sustaining		
	5	A	3-Developing		
	6	A	2-Emerging		
	7	A	4-Sustaining		
	8	A	3-Developing		
	9	A	4-Sustaining		
	10	A	3-Developing		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Aligned research-based evaluation frameworks are utilized to evaluate teachers and principals. The components of our curriculum units and the elements of our evaluation frameworks have created a common language and context for effective teaching and leading.	To continue to align research-based evaluation frameworks are utilized to evaluate teachers and principals. The components of our curriculum units and the elements of our evaluation frameworks have created a common language and context for effective teaching and leading.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	According to LinkIt! data: There is a need to focus on Grade 4 and Grade 5 to improve their performance and growth rates. For Grade 8, despite the growth in scores, there's a need to address the low achievement levels. Grade 7's low growth rate to identify areas for improvement, even though achievement levels are relatively good.	Many students are not working on grade level. Students need more practice on foundation skills so they can build academic self-esteem and perform calculations quickly and accurately.	Students in Grades 3-8	1	Data from i-Ready and LinkIt! Assessments will be used to allow teachers to pinpoint standards to address during instruction	Review skills that the students are not reaching in I-Ready and LinkIt! Assessments.	Moderate	www.iReady.com
				2	Group students to work collaboratively with peers according to areas of strength and weaknesses based on analysis of i-Ready and LinkIt! data.	i-Ready and LinkIt! scores from the current and previous years.	Moderate	www.linkit.com
				3	Data Team will analyze i-Ready and LinkIt! data and turnkey that information to staff members.	The LinkIt and i-Ready data will allow us to identify students that are still struggling to reach grade level and beyond.	Moderate	www.linkit.com

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Social and Emotional Learning	We would like to see an increase in our Panorama survey Scores	Student conflict, the need to improve our school climate and culture, student differences that stem from outside of school, student use of social media	Students in Grades K-8.	1	Second Step lessons taught by homeroom teachers	Te second step is a series of grade-appropriate lessons that help students understand a variety of aspects of social-emotional learning.	Moderate	www.seconstep.org
				2	Grade-level lessons led by the guidance counselor and our student mental health counselor (SAC).	Guidance counselors and SAC staff members will work with students to further discuss effective communication and interaction.	Moderate	www.secondstep.org
				3	Assessment for students to define communication and social interaction techniques.	In class, assessment will be administered by classroom teachers and guidance counselors. We will see an increase in our Panorama scores.	Moderate	www.secondstep.org

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Climate & Culture - Attendance/ Behavior	Absences are often a concern as they relate to test scores. Absences can be influenced by a variety of factors. Understanding why absences are high requires looking at both systemic and individual factors that may contribute to this issue. Here are some potential reasons why school absences might be high: physical health, mental health, family circumstances. Chronically low students will receive High Impact Tutoring, TItle, ARMS, 100 Book Services,	Possible causes could include, but not be limited to, illness, lack of family involvement, school climate anc culture, and poor school grades.	Students in Grades K-8 identified as chronically absent	1	Reach out to chronically absent student parents, though emails, letters, and phone calls, to help get the child to attend school.	Every day a student is absent the child is losing the opportunity to learn in school.	Moderate	www. attendanceworks. org
				2	Attendance incentives and reward programs are held monthly as well as a climate and culture committee. This committee addresses students concerns and needs.	Attendance Works suggest 5 basic steps to address and reduce chronic absenteeism- Step 1: Make the Case That Chronic Early Absence Matters. Step 2: Map Chronic Early Absence. Step 3: Engage Partners in Unpacking Why Early Absences Occur. Step 4: Learn from Positive Outliers. Step 5: Embed Action into Existing Initiatives.	Moderate	www. attendanceworks. org

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
	and/or Title I.			3	Working closely with our truant officer to eliminate chronic absenteeism	A team of support is necessary to combat chronic absenteeism - principal, staff members, parents, and our truant officer will all be in contact Attendance records can viewed on RealTime platform	Moderate	https://secure. realtimesis. com/student/gener al/login.cfm

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	According to LinkIt! data: Grade 5 has almost no growth, indicating a potential concern that needs attention. Grades 4 & 7 show low growth with a small increase from the previous data. Grade 8 has seen a significant increase in both score growth and achievement levels. Grade 3 and Grade 6 maintain strong performance, although with slightly reduced growth rates.	Many students are not working on grade level. Students need more practice on foundation skills so they can build academic self-esteem and perform calculations quickly and accurately.	Students in Grades K-8	1	Date from i-Ready and LinkIt! Assessments will be used to allow the teacher to pinpoint standards to address during instruction	Review skills that the students are not reaching in i-Ready and LinkIt! Assessments	Moderate	www.iReady.com www.linkit.com
				2	Reading comprehension strategies, like sustained silent reading, at the beginning of instructional time, writer's journal, and small group to aide differentiated instruction practices.	i-Ready and LinkIt! scores from the current and previous years.	Moderate	www.linkit.com
				3	Determine level of growth from September to June	The i-Ready and LinkIt! data will allow us to identify students that are still struggling to reach grade level and beyond.	Moderate	www.linkit.com

SMART Goal 1

From Fall 2024 through Spring 2025, 40% of students in Grades 3-8 will obtain an i-Ready score at or above grade level. i-Ready will allow instructors to gauge if students are on track to meet annual growth targets. Teachers will identify which standards students are
struggling with the most and who needs the most help. It will assist teachers in grouping students by common learning needs.

Area of Focus	Effective Instruction
Content Area	Math
Priority Performance	According to LinkIt! data: There is a need to focus on Grade 4 and Grade 5 to improve their performance and growth rates. For Grade 8, despite the growth in scores, there's a need to address the low achievement levels. Grade 7's low growth rate to identify areas for improvement, even though achievement levels are relatively good.
Target Population:	Students in Grades 3-8

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Administer the i-Ready test to students in Grades 3-8 to obtain a baseline score.	Initial i-Ready test
Feb 15	10% i-Ready scores at or above grade level	i-Ready scores
Apr 15:	25% i-Ready scores at or above grade level	i-Ready scores

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	From Fall 2024 through Spring 2025, 40% of students in Grades 3-8 will obtain an i-Ready score at or above grade level. i-Ready will allow instructors to gauge if students are on track to meet annual growth targets. Teachers will identify which standards students are struggling with the most and who needs the most help. It will assist teachers in grouping students by common learning needs.	Compare i-Ready scores from test one to test 3 to determine the percentage of growth.

Strategy 1 - Data from i-Ready and LinkIt! Assessments will be used to allow teachers to pinpoint standards to address during instruction

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Administer the i-Ready test to students in Grades 3-8 to obtain a baseline score.	9/17/24	10/31/24	All teachers in Grades 3-8

Budget Items

SMART Goal 1 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	i-Ready program	INSTRUCTION - Other Purchased Services / 100-500	$100	Federal Title I (School Allocation)

Strategy 2 - Group students to work collaboratively with peers according to areas of strength and weaknesses based on analysis of i-Ready and LinkIt! data.

Action Steps

SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Time in class to collaborate with peers and address strengths and weaknesses	9/17/24	11/15/24	Staff in Grades 3-8

Budget Items

SMART Goal 1 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	LinkIt! Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$100	Federal Title I (School Allocation)

Strategy 3 - Data Team will analyze i-Ready and LinkIt! data and turnkey that information to staff members.

Action Steps

SMART Goal 1 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Data Team will meet to discuss and analyze i-Ready and LinkIt! Data	10/22/24	6/19/25	Data Team Members

Budget Items

SMART Goal 1 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	i-Ready and LinkIt! Programs	INSTRUCTION - Other Purchased Services / 100-500	$100	Federal Title I (School Allocation)

SMART Goal 2

60% of students in grades K-8 will show an increase in Panorama survey scores.

Area of Focus   Social and Emotional Learning

Content Area   Social Emotional Learning

Priority Performance   We would like to see an increase in our Panorama survey Scores

Target Population: Students in Grades K-8.

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Second Step lessons taught by homeroom teachers Online assessment Jul 1 75% of students in grades K-8 will increase their i-Ready or LinkIt! scores by 40%. Students in grades K-8 will take Link!t Assessments (A-C) or i-Ready to obtain a baseline score. They will take another assessment at the end of the year. Students will show growth when comparing scores. Grades K-2 will use i-Ready. Grades 3-8 will use Link!t Assessments (A-C).	Lesson plans as proof of lessons being taught

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Grade-level lessons led by the guidance counselor and our student mental health counselor	Lesson plans as proof of lessons being taught
Apr 15:	Assessment for students to define communication and social interaction techniques	Online assessment
Jul 1	60% of students in grades K-8 will show an increase in Panorama survey scores.	See Panorama survey scores

Strategy 1 - Second Step lessons taught by homeroom teachers

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Implement Second Step program with homeroom classes.	9/17/24	6/18/25	All classroom teachers, SAC, and Guidance

Budget Items

SMART Goal 2 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Second Step Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$100	Federal Title I (School Allocation)

Strategy 2 - Grade-level lessons led by the guidance counselor and our student mental health counselor (SAC).

Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Guidance counselor counselor and SAC will be in communication with classroom teachers to ensure smooth lessons.	9/17/24	6/17/25	Guidance, SAC, and homeroom teachers.

Budget Items

SMART Goal 2 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Second Step Program	INSTRUCTION - Other Purchased Services / 100-500	$100	Federal Title I (School Allocation)

Strategy 3 - Assessment for students to define communication and social interaction techniques.

Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	SAC, Guidance, and homeroom teachers will cooperatively assess students to ensure understanding of taught techniques	9/17/24	6/17/25	SAC, Guidance, and homeroom teachers

Budget Items

SMART Goal 2 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Salaries	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$100	Federal Title I (School Allocation)

SMART Goal 3

By June 2025, our goal is to reduce overall chronic absence by 2%.

Area of Focus	Climate & Culture - Attendance/Behavior
Content Area	Chronic Absenteeism
Priority Performance	Absences are often a concern as they relate to test scores. Absences can be influenced by a variety of factors. Understanding why absences are high requires looking at both systemic and individual factors that may contribute to this issue. Here are some potential reasons why school absences might be high: physical health, mental health, family circumstances. Chronically low students will receive High Impact Tutoring, TItle, ARMS, 100 Book Services, and/or Title I.
Target Population:	Students in Grades K-8 identified as chronically absent

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Attendance incentives and reward programs monthly & creating a strong climate and culture committee to address student concerns/needs Begin to track attendance for the school year	Monthly announcements, ClassDojo messages to parents
Feb 15	Working closely with truant officer to eliminate chronic absenteeism	Notes and emails from truant officer
Apr 15:	Reach out to chronically absents student parents, through emails, letters, and phone calls, to help get the child to attend school	Phone call logs and emails
Jul 1	By June 2025, our goal is to reduce overall chronic absence by 2%.	Obtain records from RealTime to track attendance

Strategy 1 - Reach out to chronically absent student parents, though emails, letters, and phone calls, to help get the child to attend school.

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Identify chronically absent students	9/17/24	10/31/24	Data Team, Teachers, Truant officers, school secretary

Budget Items

SMART Goal 3 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$100	Federal Title I (School Allocation)

Strategy 2 - Attendance incentives and reward programs are held monthly as well as a climate and culture committee. This committee addresses students concerns and needs.

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Monthly meeting for climate and culture	9/17/24	6/20/25	Climate and Culture Team

Budget Items

SMART Goal 3 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$100	Federal Title I (School Allocation)

Strategy 3 - Working closely with our truant officer to eliminate chronic absenteeism

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Principal will meet with truant officers to continue to monitor chronic absenteeism	9/17/24	6/20/25	Principal & Truant Officer

Budget Items

SMART Goal 3 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	$100	Federal Title I (School Allocation)

SMART Goal 4

75% of students in grades K-8 will increase their i-Ready or LinkIt! scores by 40%. Students in grades K-8 will take Link!t Assessments (A-C) or i-Ready to obtain a baseline score. They will take another assessment at the end of the year. Students will show growth when comparing scores. Grades K-2 will use i-Ready. Grades 3-8 will use Link!t Assessments (A-C).

Area of Focus	Effective Instruction
Content Area	ELA
Priority Performance	According to LinkIt! data: Grade 5 has almost no growth, indicating a potential concern that needs attention. Grades 4 & 7 show low growth with a small increase from the previous data. Grade 8 has seen a significant increase in both score growth and achievement levels. Grade 3 and Grade 6 maintain strong performance, although with slightly reduced growth rates.
Target Population:	Students in Grades K-8

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Administer i-Ready or LinkIt! to determine a baseline score.	i-Ready and LinkIt! scores
Feb 15	10% growth	i-Ready and LinkIt! scores
Apr 15:	30% growth	i-Ready and LinkIt! scores

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	75% of students in grades K-8 will increase their i-Ready or LinkIt! scores by 40%. Students in grades K-8 will take Link!t Assessments (A-C) or i-Ready to obtain a baseline score. They will take another assessment at the end of the year. Students will show growth when comparing scores. Grades K-2 will use i-Ready. Grades 3-8 will use Link!t Assessments (A-C).	Compare i-Ready and LinkIt! scores from Fall 2024 to the present.

Strategy 1 - Date from i-Ready and LinkIt! Assessments will be used to allow the teacher to pinpoint standards to address during instruction

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Administer LinkIt! or i-Ready	9/17/24	10/31/24	Homeroom teachers

Budget Items

SMART Goal 4 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	i-Ready Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$100	Federal Title I (School Allocation)

Strategy 2 - Reading comprehension strategies, like sustained silent reading, at the beginning of instructional time, writer's journal, and small group to aide differentiated instruction practices.

Action Steps

SMART Goal 4 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Monitor SSR, journal, and differentiation	9/17/24	1/24/25	ELA teachers

Budget Items

SMART Goal 4 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	LinkIt! Data	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$100	Federal Title I (School Allocation)

Strategy 3 - Determine level of growth from September to June

Action Steps

SMART Goal 4 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Work with Data Team to analyze growth	9/17/24	6/27/25	Teachers & Data Team

Budget Items

SMART Goal 4 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	LinkIt! Program	INSTRUCTION - Other Purchased Services / 100-500	$100	Federal Title I (School Allocation)

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
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 (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	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 (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
Total Cost			$0	$0	$0	$0	$0	$0	$0	$0	$0

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	$0	$0	$0
Other Title 1 Expenditures	$0	$0	$0
Total	$0	$0	$0

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools.)
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.
x	Effective Instruction
x	Social and Emotional Learning
x	Climate & Culture - Attendance/Behavior
x	Effective Instruction
x	For CII, CSI, ATSI and TSI Schools Only: 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 strong, moderate or promising evidence tier as 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   Stacey Janeczko   Title: Philip G Vroom School Principal

Date: 06/10/2024

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.

Certified By: Dr. Dennis C. Degnan   Title: Assistant Superintendent of Schools for Curriculum

Date: 07/30/2024

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: John J. Niesz   Title: Superintendent of Schools

Date: 08/20/2024