

Philip G. Vroom Community School

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220090

Annual School Planning 2023-2024

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Janine Matechak	Yes	Yes	Yes		
Community Member	Nicole McDonough	Yes	Yes	Yes		
Principal	Stacey Janeczko	Yes	Yes	Yes		
Vice Principal	Heather Zalis	Yes	Yes	Yes		
Academic Interventionist	Christine Alvarez	Yes	Yes	Yes		
Math Coach	Alyson James	Yes	Yes	Yes		
Samantha Bridgman	Teacher	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
11/01/2022	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
02/09/2023	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
04/27/2023	Smart Goal Development	Yes	Yes
05/18/2023	Prior Year Evaluation, Priority Performance Needs and Root Cause Analysis	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
K-3 iReady	ELA	All	Yes	Yes	Yes	Data Reports, Baseline, Midyear, End of Year Assessment
4-8 IXL	ELA & Math	All	Yes	Yes	Yes	AM Tutorial, Data Reports, ARMS, Baseline, Midyear, End of Year
K-8 Educational Websites	All	All	Yes	Yes	Yes	Data Reports, Baseline, Midyear, End of Year
K-8 Chronic Absenteeism	All	All	Yes	Yes	Yes	Monthly Attendance Reports, Data reports, Attendance Warning Letters, Truancy Referral Forms, Nurse's Log, Doctor's Notes/Parent Notes

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)
SEL	All	All	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

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.		Portfolios. Group projects Progress reports Class discussions. Entry and exit tickets Short, regular quizzes Virtual classroom tools like Kahoot! Homework	The lowest-performing groups in ELA were Hispanic and English Learners. Asian/Native American/Pacific Islander and White were the highest performing groups. The lowest-performing groups in Math were Hispanic, Economically Disadvantaged, and Black/African American. The highest-performing group was Asian/Native American/Pacific Islander.
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/		Portfolios Group projects Progress reports Class discussions. Entry and exit tickets Short, regular quizzes Virtual classroom tools like Kahoot! Homework	The lowest-performing groups in the 5th grade were Hispanic and Economically Disadvantaged. The highest-performing students were Non-Economically Disadvantaged and White. In the 8th grade,

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
SGP*	<p>Student growth on state assessments. (Grades 4-8)</p> <p>*Identify overall school wide growth performance by content.</p> <p>*Identify interaction between student proficiency level.</p>		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
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						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	100%	0%	0%		
		1	100%	100%	0%	0%		
		2	100%	100%	0%	0%		
		3	94%	94%	0%	0%		
		4	100%	100%	0%	0%		
		5	100%	100%	0%	0%		
		6	100%	100%	0%	0%		
		7	100%	100%	0%	0%		
		8	100%	100%	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	100%	100%	0%	0%		
		1	100%	100%	0%	0%		
		2	100%	100%	0%	0%		
		3	94%	94%	0%	0%		
		4	100%	100%	0%	0%		
		5	100%	100%	0%	0%		
		6	100%	100%	0%	0%		
		7	97.6%	100%	0%	0%		
		8	100%	100%	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		
		K	6%	6%	0%	0%		
		1	8.3%	33.3%	0%	0%		
		2	0%	0%	0%	0%		
		3	34%	34%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	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		
		K	12%	12%	0%	0%		
		1	2.7%	13.8%	0%	0%		
		2	0%	0%	0%	0%		
		3	78.7%	78.7%	0%	0%		
		4	46.8%	56.5%	0%	0%		
		5	0%	0%	0%	0%		
		6	87.8%	61.9%	0%	0%		
		7	87.8%	0%	0%	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	27.3%	.	.

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	458		
		Subgroup 1 YTD Student Enrollment Average	179		
		Subgroup 2 YTD Student Enrollment Average	128		
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	93.23%		
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
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	26.00%	.	.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	0.00%	.	.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%		
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.65%		

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		.	.

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional 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)			
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			

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional 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	3		
		% 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
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 Framework		
		# Teachers to Evaluate	53		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	10		
		Cycle 2	9		
		Cycle 3	10		
		Cycle 4	0		

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	We work well as a school community. We meet in PLCs by grade level weekly and as a school monthly. We provide effective instructions. Objectives are clearly posted in each classroom.	Career ready practice
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	2-Emerging		
Assessment	1	A	4-Sustaining	Assessments are varied and effective.	Pre-Assessment
	2	A	2-Emerging		
	3	A	4-Sustaining		
Professional Learning Community (PLC)	1	A	3-Developing	Our professional learning communities meet often to discuss student need, assessment, attendance, and other topics that might arise.	Team Norms
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	The school culture is positive and inviting.	Initiatives related to school climate
	2	A	2-Emerging		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	2-Emerging		
	8	A	3-Developing		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	4-Sustaining		
Teacher and Principal Effectiveness	1	A	3-Developing	Teachers and principal(s) are effective in their positions.	PLC team goals

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?)	
Effective Instruction	The overall indicator score for student growth in Math was a total of 13.49% for the 2017-2018 school year. Though no official state testing data was released in the school year 2021 - 2022, the students at PGV in grades 4- 8 participated in the NJ Start Strong Assessment in September 2021. According to the data, 63% of students are in need of some/strong support in Math. The challenge for PGV will be to decrease the number of students that are in need of academic for for Math.	Many students are not reaching grade-appropriate levels on IXL	Grades 3-8	1	Continuation of IXL implementation and ST Math to review skills.
				2	Group students to work collaboratively with peers according to areas of strength and weakness based on analysis of IXL data.
				3	Utilize Link!t data program
Effective Instruction	The overall indicator score for student growth in ELA was a total of 13.49% for the 2017-2018 school year. Though no official state testing data was released in the school year 2021 - 2022, the students at PGV in grades 4- 8 participated in the NJ Start Strong Assessment in September 2021. According to the data, 63% of students are in need of some/strong support in ELA. The challenge for PGV will be to decrease the number of students that are in need of academic for for ELA.	Many students are not working on grade level.	K-8	1	Data from i-Ready and Link!t Assessments will be used to allow teacher to pinpoint standards to address during instruction
				2	Reading comprehension strategies, like sustained silent reading at the beginning of instructional time, writers journals and small groups to aide differentiated instructional practices
				3	Determine level of growth from September to June.

SMART Goal 1

From Fall 2023 through Spring 2022, students in Grades 3-8 will improve on their IXL baseline math assessment by using appropriate interventions and remediations. IXL 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.

Priority Performance	The overall indicator score for student growth in Math was a total of 13.49% for the 2017-2018 school year. Though no official state testing data was released in the school year 2021 - 2022, the students at PGV in grades 4- 8 participated in the NJ Start Strong Assessment in September 2021. According to the data, 63% of students are in need of some/strong support in Math. The challenge for PGV will be to decrease the number of students that are in need of academic for for Math.
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Strategy 1:	Continuation of IXL implementation and ST Math to review skills.
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Strategy 2:	Group students to work collaboratively with peers according to areas of strength and weakness based on analysis of IXL data.
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Strategy 3:	Utilize LinkIt data program
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Target Population:	Grades 3-8
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Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Administer IXL Diagnostic Snapshot & Diagnostic Arena students in grades K-8	IXL Scores MP1 grades/averages Link!t Assessment Math Form A
Feb 15	Analyze data at PLC monthly meeting- to determine progress thus far	Meeting notes MP 2 grades/averages Link!t Assessment Math Form B
Apr 15:	Continue to monitor IXL Scores	IXL Scores MP 3 grades/averages Link!t Assessment Math Form C
Jul 1	From Fall 2023 through Spring 2024, students in Grades 3-8 will improve on their IXL baseline math assessment by using appropriate interventions and remediations. IXL 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.	Analysis of IXL scores Meeting notes

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Have iReady available for all teachers in grades K-2 to administer.	9/12/23	10/27/23	
1	3	Determine growth during PLC meeings	9/12/23	6/14/24	
1	2	PLC meetings to analyze data	9/12/23	6/14/24	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Purchase iReady rights	INSTRUCTION - Other Purchased Services / 100-500	\$5,000	State/Local

SMART Goal 2

80% of students in grades K-8 will increase their Link!t scores by 60%. Students in grades K-8 will take Link!t Assessments (A-C) 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).

Priority Performance

The overall indicator score for student growth in ELA was a total of 13.49% for the 2017-2018 school year. Though no official state testing data was released in the school year 2021 - 2022, the students at PGV in grades 4- 8 participated in the NJ Start Strong Assessment in September 2021. According to the data, 63% of students are in need of some/strong support in ELA. The challenge for PGV will be to decrease the number of students that are in need of academic for for ELA.

- Strategy 1: Data from i-Ready and Link!t Assessments will be used to allow teacher to pinpoint standards to address during instruction
- Strategy 2: Reading comprehension strategies, like sustained silent reading at the beginning of instructional time, writers journals and small groups to aide differentiated instructional practices
- Strategy 3: Determine level of growth from September to June.
- Target Population: K-8

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	K-8 will complete their ELA District Assessment	DA completed and i-Ready complete

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	Monitor progress and growth	Class assessment and class participation
Apr 15:	Monitor progress and growth	Class assessment and class participation
Jul 1	80% of students in grades K-8 will increase their LinkIt scores by 60%. Students in grades K-8 will take LinkIt Assessments (A-C) 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 LinkIt Assessments (A-C).	Final DA and i-Ready scores

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Lessons lead by guidance counselors	9/12/23	6/14/24	
1	1	Homeroom teachers will teach Second Step lessons	9/19/23	6/18/24	
1	3	Assessment to define communication and social interaction techniques	9/12/23	6/18/24	

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
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Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Purchase Second Step rights for use	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	Other Federal

SMART Goal 3

By June 2023, our goal is to reduce overall chronic absence by 2%.

Priority Performance According to the 2018-2019 ESSA School Accountability Profile report, the rate of chronic absenteeism was 13.9%. Our goal is to lower the percentage of students that are chronically absent. Therefore, PGV will decrease our rate of chronic absenteeism by 2% by June 2024.

Strategy 1: Reach out to chronically absents student parents, thru emails, letters, and phone calls, to help get the child to attend school

Strategy 2: Attendance incentives and reward programs monthly & creating a strong climate and culture committee to address student concerns/needs

Strategy 3: Working closely with truant officer to eliminate chronic absenteeism

Target Population: Students identified as being chronically absent

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Reach out to chronically absents student parents to help get the child to attend school	Phone logs
Feb 15	Attendance incentives and reward programs	Rewards and incentives will be given to students throughout the year
Apr 15:	Working closely with truant officer to eliminate chronic absenteeism	Emails and phone calls

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2023, our goal is to reduce overall chronic absence by 2%.	Attendance rates

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Call and email parents of students who are often absent	9/29/23	6/18/24	
1	3	Communicate with truant officer when necessary	9/29/23	6/18/24	
1	2	Rewards and incentives for students will perfect attendance	9/29/23	6/18/24	

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Cost of incentives	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local

SMART Goal 4

Students in grades K-8 will be able to demonstrate communication and social skills to interact effectively. They will be able to cultivate relationships with others, identify, and demonstrate approaches to addressing interpersonal conflict. These skills will be reflected with an increase in our school's Panorama scores.

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

Strategy 1: Second Step lessons taught by homeroom teachers

Strategy 2: Grade-level lessons led by the guidance counselor and our student mental health counselor

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

Target Population: K-8

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Second Step lessons taught by homeroom teachers	Lesson plans will show Second Step
Feb 15	Grade-level lessons led by the guidance counselor and our student mental health counselor	Guidance counselor time logs
Apr 15:	Assessment for students to define communication and social interaction techniques	Assessment

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Students in grades K-8 will be able to demonstrate communication and social skills to interact effectively. They will be able to cultivate relationships with others, identify, and demonstrate approaches to addressing interpersonal conflict. These skills will be reflected with an increase in our school's Panorama scores.	Increased Panorama Scores

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Administer IXL Assessment	9/26/23	10/27/23	
1	2	Discuss IXL progress at PLC meetings	9/12/23	5/24/24	
1	3	Analyze IXL data to see growth of 80 points in Math	6/4/24	6/18/24	

Budget Items

SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	IXL Licesning	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	State/Local

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Title I Teacher Salaries-3	9/1/23	6/30/24	Building	INSTRUCTION - Personnel Services - Salaries / 100- 100	\$246,523.00	Federal Title I (School
Title I Teacher Benefits	9/1/23	6/30/24	Building	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$157,775.00	Federal Title I (School
Non Instructional Supplies-Title I Backpacks	9/1/23	6/30/24	Building	SUPPORT SERVICES - Supplies & Materials / 200- 600	\$35,837.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Intervention s Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$5,000	\$0	\$0	\$0	\$0	\$5,000	\$0	\$0	\$10,000
INSTRUCTION	Other Purchased Services	100-500	\$5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000
INSTRUCTION	Supplies & Materials	100-600	\$500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$500
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$10,500	\$0	\$0	\$0	\$0	\$5,000	\$0	\$0	\$15,500
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 Intervention s Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocate d Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicabl e) Allocated to School	SIA Carryove r	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	Noninstructi onal 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			\$10,500	\$0	\$0	\$0	\$0	\$5,000	\$0	\$0	\$15,500

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$0	\$0	\$0
Other Title 1 Expenditures	\$0	\$440,135	\$0	\$440,135
Total	\$0	\$440,135	\$0	\$440,135

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		Effective Instruction
x		Climate & Culture - Attendance/Behavior
x		Social and Emotional Learning
	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 By: Stacey Janezcko

Title: Principal

Date: 06/20/2023

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:

Dennis C. Degnan

Title:

Assistant Superintendent

Date:

06/28/2023

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 Niesz
Title: Superintendent of Schools
Date: 06/29/2023