

Cold Springs School

District: GLOUCESTER CITY

County: CAMDEN

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 071770160

Annual School Planning 2021-2022

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Superintendent	Sean Gorman	Yes	Yes	Yes		
Assistant Superintendent	Kimberly Chiodi, Ed. D	Yes	Yes	Yes		
Special Services/ ELL Department	Eliza Rawley	Yes	Yes	Yes		
Instructional Supervisor	Kim Stamm	Yes	No	Yes		
School Principal	Craig Speechley	Yes	Yes	Yes		
Vice Principal	Kate Kearny	No	Yes	No		
Early Childhood Director	William O'Kane	Yes	No	No		
Guidance Administrator	Joe DiPatri	Yes	No	No		



Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Nurse	Carol Rucci	Yes	No	No		
Instructional Staff	Jackie Davis	Yes	No	No		
Instructional Staff	Deena Chando	Yes	No	No		
Instructional Staff	Lynn Holchser	Yes	No	No		
Instructional Staff	Sara Pittman	Yes	No	No		
Instructional Staff	Lauren Rebstock	Yes	No	No		
Instructional Staff	Kristina Vasquez	Yes	No	No		
Community Member	Kelly Malone	Yes	No	No		
Parent	Gemma Schultes	Yes	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
02/16/2021	Comprehensive Data Analysis and Needs Assessment, Smart Goal Development	Yes	Yes
05/18/2021	Prior Year Evaluation	Yes	Yes
12/15/2020	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)
Classworks	ELA and Math	Grades 1-3	Yes	Yes	Yes	<p>In grade 2: Link It! Benchmark ELA Scores decreased by 1% from Cycle 1 (39%) to Cycle 2 (38%). Scores decreased by 2% from cycle 2 (38%) to cycle 3 (36%). Overall scores from cycle 1 (39%) to cycle 3 (36%) decreased by 3%.</p> <p>In grade 3: Link It! Benchmark ELA Scores increased by 7% from Cycle 1 (36%) to Cycle 2 (43%). Scores increased by 2% from cycle 2 (43%) to cycle 3 (45%). Overall scores from cycle 1 (36%) to cycle 3 (45%) increased by 9%.</p> <p>In grade 2: Link It! Benchmark Math Scores increased by 12% from Cycle 1 (44%) to Cycle 2 (56%). Scores remained the same from cycle 2 (56%) to cycle 3 (56%). Overall scores from cycle 1 (44%) to cycle 3 (56%) increased by 12%.</p> <p>In grade 3: Link It! Benchmark Math Scores increased by 10% from Cycle 1 (34%) to Cycle 2 (44%). Scores increased by 6% from</p>



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						cycle 2 (44%) to cycle 3 (50%). Overall scores from cycle 1 (44%) to cycle 3 (50%) increased by 16%.

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)
Academic Remediation (Summer Bridge)	ELA and Math	Grades K-3	No	Yes	Yes	<p>In grade 2: Link It! Benchmark ELA Scores decreased by 1% from Cycle 1 (39%) to Cycle 2 (38%). Scores decreased by 2% from cycle 2 (38%) to cycle 3 (36%). Overall scores from cycle 1 (39%) to cycle 3 (36%) decreased by 3%.</p> <p>In grade 3: Link It! Benchmark ELA Scores increased by 7% from Cycle 1 (36%) to Cycle 2 (43%). Scores increased by 2% from cycle 2 (43%) to cycle 3 (45%). Overall scores from cycle 1 (36%) to cycle 3 (45%) increased by 9%.</p> <p>In grade 2: Link It! Benchmark Math Scores increased by 12% from Cycle 1 (44%) to Cycle 2 (56%). Scores remained the same from cycle 2 (56%) to cycle 3 (56%). Overall scores from cycle 1 (44%) to cycle 3 (56%) increased by 12%.</p> <p>In grade 3: Link It! Benchmark Math Scores increased by 10% from Cycle 1 (34%) to Cycle 2 (44%). Scores increased by 6% from cycle 2 (44%) to cycle 3 (50%). Overall scores from cycle 1 (44%) to cycle 3 (50%) increased by 16%.</p>

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Tutoring	ELA	Grades K-3	Yes	Yes	Yes	<p>In grade 2: Link It! Benchmark ELA Scores decreased by 1% from Cycle 1 (39%) to Cycle 2 (38%). Scores decreased by 2% from cycle 2 (38%) to cycle 3 (36%). Overall scores from cycle 1 (39%) to cycle 3 (36%) decreased by 3%.</p> <p>In grade 3: Link It! Benchmark ELA Scores increased by 7% from Cycle 1 (36%) to Cycle 2 (43%). Scores increased by 2% from cycle 2 (43%) to cycle 3 (45%). Overall scores from cycle 1 (36%) to cycle 3 (45%) increased by 9%</p>

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)
My Math	Math	Grades K-3	Yes	Yes	Yes	<p>In grade 2: Link It! Benchmark Math Scores increased by 12% from Cycle 1 (44%) to Cycle 2 (56%). Scores remained the same from cycle 2 (56%) to cycle 3 (56%). Overall scores from cycle 1 (44%) to cycle 3 (56%) increased by 12%.</p> <p>In grade 3: Link It! Benchmark Math Scores increased by 10% from Cycle 1 (34%) to Cycle 2 (44%). Scores increased by 6% from cycle 2 (44%) to cycle 3 (50%). Overall scores from cycle 1 (44%) to cycle 3 (50%) increased by 16%.</p>
IXL	Math	Grades K-3	Yes	Yes	Yes	<p>In grade 2: Link It! Benchmark Math Scores increased by 12% from Cycle 1 (44%) to Cycle 2 (56%). Scores remained the same from cycle 2 (56%) to cycle 3 (56%). Overall scores from cycle 1 (44%) to cycle 3 (56%) increased by 12%.</p> <p>In grade 3: Link It! Benchmark Math Scores increased by 10% from Cycle 1 (34%) to Cycle 2 (44%). Scores increased by 6% from cycle 2 (44%) to cycle 3 (50%). Overall scores from cycle 1 (44%) to cycle 3 (50%) increased by 16%.</p>

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Wilson Reading (Foundations)	ELA	Grades K-3	Yes	Yes	Yes	<p>In grade 2: Link It! Benchmark ELA Scores decreased by 1% from Cycle 1 (39%) to Cycle 2 (38%). Scores decreased by 2% from cycle 2 (38%) to cycle 3 (36%). Overall scores from cycle 1 (39%) to cycle 3 (36%) decreased by 3%.</p> <p>In grade 3: Link It! Benchmark ELA Scores increased by 7% from Cycle 1 (36%) to Cycle 2 (43%). Scores increased by 2% from cycle 2 (43%) to cycle 3 (45%). Overall scores from cycle 1 (36%) to cycle 3 (45%) increased by 9%.</p>
"Journey's" (Houghton Mifflin)	ELA	Grades K-3	Yes	Yes	Yes	<p>In grade 2: Link It! Benchmark ELA Scores decreased by 1% from Cycle 1 (39%) to Cycle 2 (38%). Scores decreased by 2% from cycle 2 (38%) to cycle 3 (36%). Overall scores from cycle 1 (39%) to cycle 3 (36%) decreased by 3%.</p> <p>In grade 3: Link It! Benchmark ELA Scores increased by 7% from Cycle 1 (36%) to Cycle 2 (43%). Scores increased by 2% from cycle 2 (43%) to cycle 3 (45%). Overall scores from cycle 1 (36%) to cycle 3 (45%) increased by 9%.</p>

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Lexia Reading	ELA	Grades K-3	Yes	Yes	Yes	<p>In grade 2: Link It! Benchmark ELA Scores decreased by 1% from Cycle 1 (39%) to Cycle 2 (38%). Scores decreased by 2% from cycle 2 (38%) to cycle 3 (36%). Overall scores from cycle 1 (39%) to cycle 3 (36%) decreased by 3%.</p> <p>In grade 3: Link It! Benchmark ELA Scores increased by 7% from Cycle 1 (36%) to Cycle 2 (43%). Scores increased by 2% from cycle 2 (43%) to cycle 3 (45%). Overall scores from cycle 1 (36%) to cycle 3 (45%) increased by 9%.</p>

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Acquire Instructional Licenses for programs including Adobe, Kami, STEM and instructional supplies and materials to use in class including on-line and paper resources.	Cross Curricular	Grades K-3	Yes	Yes	Yes	<p>In grade 2: Link It! Benchmark ELA Scores decreased by 1% from Cycle 1 (39%) to Cycle 2 (38%). Scores decreased by 2% from cycle 2 (38%) to cycle 3 (36%). Overall scores from cycle 1 (39%) to cycle 3 (36%) decreased by 3%.</p> <p>In grade 3: Link It! Benchmark ELA Scores increased by 7% from Cycle 1 (36%) to Cycle 2 (43%). Scores increased by 2% from cycle 2 (43%) to cycle 3 (45%). Overall scores from cycle 1 (36%) to cycle 3 (45%) increased by 9%.</p> <p>In grade 2: Link It! Benchmark Math Scores increased by 12% from Cycle 1 (44%) to Cycle 2 (56%). Scores remained the same from cycle 2 (56%) to cycle 3 (56%). Overall scores from cycle 1 (44%) to cycle 3 (56%) increased by 12%.</p> <p>In grade 3: Link It! Benchmark Math Scores increased by 10% from Cycle 1 (34%) to Cycle 2 (44%). Scores increased by 6% from cycle 2 (44%) to cycle 3 (50%). Overall scores from cycle 1 (44%) to cycle 3 (50%) increased by 16%.</p>

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Acquire devices: 1-1 Technology Initiative to overcome the Digital Divide (Tablets)	Cross Curricular	Grades K-3	Yes	Yes	Yes	<p>In grade 2: Link It! Benchmark ELA Scores decreased by 1% from Cycle 1 (39%) to Cycle 2 (38%). Scores decreased by 2% from cycle 2 (38%) to cycle 3 (36%). Overall scores from cycle 1 (39%) to cycle 3 (36%) decreased by 3%.</p> <p>In grade 3: Link It! Benchmark ELA Scores increased by 7% from Cycle 1 (36%) to Cycle 2 (43%). Scores increased by 2% from cycle 2 (43%) to cycle 3 (45%). Overall scores from cycle 1 (36%) to cycle 3 (45%) increased by 9%.</p> <p>In grade 2: Link It! Benchmark Math Scores increased by 12% from Cycle 1 (44%) to Cycle 2 (56%). Scores remained the same from cycle 2 (56%) to cycle 3 (56%). Overall scores from cycle 1 (44%) to cycle 3 (56%) increased by 12%.</p> <p>In grade 3: Link It! Benchmark Math Scores increased by 10% from Cycle 1 (34%) to Cycle 2 (44%). Scores increased by 6% from cycle 2 (44%) to cycle 3 (50%). Overall scores from cycle 1 (44%) to cycle 3 (50%) increased by 16%.</p>



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Professional Development	Cross Curricular	Grades K-3	Yes	Yes	Yes	<p>In grade 2: Link It! Benchmark ELA Scores decreased by 1% from Cycle 1 (39%) to Cycle 2 (38%). Scores decreased by 2% from cycle 2 (38%) to cycle 3 (36%). Overall scores from cycle 1 (39%) to cycle 3 (36%) decreased by 3%.</p> <p>In grade 3: Link It! Benchmark ELA Scores increased by 7% from Cycle 1 (36%) to Cycle 2 (43%). Scores increased by 2% from cycle 2 (43%) to cycle 3 (45%). Overall scores from cycle 1 (36%) to cycle 3 (45%) increased by 9%.</p> <p>In grade 2: Link It! Benchmark Math Scores increased by 12% from Cycle 1 (44%) to Cycle 2 (56%). Scores remained the same from cycle 2 (56%) to cycle 3 (56%). Overall scores from cycle 1 (44%) to cycle 3 (56%) increased by 12%.</p> <p>In grade 3: Link It! Benchmark Math Scores increased by 10% from Cycle 1 (34%) to Cycle 2 (44%). Scores increased by 6% from cycle 2 (44%) to cycle 3 (50%). Overall scores from cycle 1 (44%) to cycle 3 (50%) increased by 16%.</p>



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Parent Involvement	Cross Curricular	Grades K-3	Yes	Yes	Yes	<p>In grade 2: Link It! Benchmark ELA Scores decreased by 1% from Cycle 1 (39%) to Cycle 2 (38%). Scores decreased by 2% from cycle 2 (38%) to cycle 3 (36%). Overall scores from cycle 1 (39%) to cycle 3 (36%) decreased by 3%.</p> <p>In grade 3: Link It! Benchmark ELA Scores increased by 7% from Cycle 1 (36%) to Cycle 2 (43%). Scores increased by 2% from cycle 2 (43%) to cycle 3 (45%). Overall scores from cycle 1 (36%) to cycle 3 (45%) increased by 9%.</p> <p>In grade 2: Link It! Benchmark Math Scores increased by 12% from Cycle 1 (44%) to Cycle 2 (56%). Scores remained the same from cycle 2 (56%) to cycle 3 (56%). Overall scores from cycle 1 (44%) to cycle 3 (56%) increased by 12%.</p> <p>In grade 3: Link It! Benchmark Math Scores increased by 10% from Cycle 1 (34%) to Cycle 2 (44%). Scores increased by 6% from cycle 2 (44%) to cycle 3 (50%). Overall scores from cycle 1 (44%) to cycle 3 (50%) increased by 16%.</p>

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a 253="" 291"="" 344="" 444="" href="http://www.nj.gov/education/schools/achievement/target='_blank'>Link to website with access to reports. </td> <td data-bbox=">Student Group	ELA	Math	Alg1	Alg2	Geo	<p>In grade 2: Link It! Benchmark ELA Scores decreased by 1% from Cycle 1 (39%) to Cycle 2 (38%). Scores decreased by 2% from cycle 2 (38%) to cycle 3 (36%). Overall scores from cycle 1 (39%) to cycle 3 (36%) decreased by 3%.</p> <p>In grade 3: Link It! Benchmark ELA Scores increased by 7% from Cycle 1 (36%) to Cycle 2 (43%). Scores increased by 2% from cycle 2 (43%) to cycle 3 (45%). Overall scores from cycle 1 (36%) to cycle 3 (45%) increased by 9%.</p> <p>In grade 2: Link It! Benchmark Math Scores increased by 12% from Cycle 1 (44%) to Cycle 2 (56%). Scores remained the same from cycle 2 (56%) to cycle 3 (56%). Overall scores from cycle 1 (44%) to cycle 3 (56%) increased by 12%.</p> <p>In grade 3: Link It! Benchmark Math Scores</p>	<p>Due to Covid-19, the state of NJ excused our students from completing the NJSLA. The data included here is from our standard aligned benchmark. 69% of Gloucester City Middle School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They sometimes have less access to technology at home compared to other students. The number of free and reduced students was based on last year's percentages due to the under-reporting by many parents during the Covid-19 environment with free</p>	
		Schoolwide	51.1 %	57%					
		White	52.9 %	56.3%					
		Hispanic	36.8 %	52.6%					
		Black or African American	47.1 %	47.1%					
		Asian, Native Hawaiian, or Pacific Islander	*	*					
		American Indian or Alaska Native							
		Two or More Races	*	*					
		Female	59.2 %	56.3%					
		Male	42.2 %	57.8%					
		Economically Disadvantaged Students	48.8 %	48.8%					
		Non-Economically Disadvantaged Students	54.7 %	69.8%					
		Students with Disabilities	14.8 %	29.6%					
		Students without Disabilities	60.2 %	63.9%					
		English Learners	*	*					
Non-English Learners	*	*							
Homeless Students	*	*							
Students in Foster Care	*	*							

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo	
		Military-Connected Students						<p>breakfast and lunch without any paperwork being filled out. This was discussed at an EWEG webinar held on 7.7.21 and moderated by Nancy Ballard.</p>
		Migrant Students						
							<p>increased by 10% from Cycle 1 (34%) to Cycle 2 (44%). Scores increased by 6% from cycle 2 (44%) to cycle 3 (50%). Overall scores from cycle 1 (44%) to cycle 3 (50%) increased by 16%.</p> <p>69% of students (277) in grades 1-3 who are low income.</p> <p>9.5% (54) of students in grades 1-3 carry an IEP.</p> <p>In the entire student population, at Cold Springs School Prek3-3rd grade, there are 913 students. 53% of that population is low income. 3.6% are LEP. 75 students have IEPs. That is 8.2% of the entire population. There are 12 students in Cold Springs School that are homeless. That has impacted their scores, especially with the circumstances surrounding Covid-19.</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				NA	NA
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide					
		White					
		Hispanic					
		Black or African					
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female					
		Male					
		Economical ly					
		Non-Economical					
Students with							

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without					
		English Learners					
		Non-English					
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	NA	NA
		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					NA	NA
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	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%				

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	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	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%		

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	In grade 2: Link It! Benchmark ELA Scores decreased by 1% from Cycle 1 (39%) to Cycle 2 (38%). Scores decreased by 2% from cycle 2 (38%) to cycle 3 (36%). Overall scores from cycle 1 (39%) to cycle 3 (36%) decreased by 3%. In grade 3: Link It! Benchmark ELA Scores increased by 7% from Cycle 1 (36%) to Cycle 2 (43%). Scores increased by 2% from cycle 2 (43%) to cycle 3 (45%). Overall scores from cycle 1 (36%) to cycle 3 (45%) increased by 9%.	There is a continued use of "Foundations" as a literacy program at Cold Springs School to increase phonics and student skill acquisition. There is a continued need for "Wilson Reading" instruction. The school is actively searching for a new ELA program to address our students' needs in the upcoming school year. Needs indicate that there are still learning gaps. The school is beginning to look for programs to pilot to fill these gaps.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	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	<p>In grade 2: Link It! Benchmark Math Scores increased by 12% from Cycle 1 (44%) to Cycle 2 (56%). Scores remained the same from cycle 2 (56%) to cycle 3 (56%). Overall scores from cycle 1 (44%) to cycle 3 (56%) increased by 12%.</p> <p>In grade 3: Link It! Benchmark Math Scores increased by 10% from Cycle 1 (34%) to Cycle 2 (44%). Scores increased by 6% from cycle 2 (44%) to cycle 3 (50%). Overall scores from cycle 1 (44%) to cycle 3 (50%) increased by 16%.</p>	<p>There is a continued need "My math" program.</p> <p>Needs indicate that there are still learning gaps. The school is beginning to look for programs to pilot to fill these gaps.</p>
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	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
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	40%	<p>ACCESS for ELLs 2.0, 3 students tested in the Spring of 2020 Kindergarten cluster.</p> <p>In Kindergarten, 3 total students were tested. 1 student testing in the Expanding Level. 2 students tested in the Reaching Level. 8 students tested in the Spring 2020 First grade cluster.</p> <p>In 1st grade, 8 total students were tested. 3 students tested in the Developing Level. 1 students tested in the Bridging Level. 4 students tested in the Reaching Level. 14 students tested in the Spring 2020 2-3 cluster. In grade 2, 7 total students were tested. 3 students tested in the Emerging Level. 1 student tested in the Bridging Level. 3 students tested in the Reaching Level. In grade 3, 7 total students were tested. 1 student tested in the Emerging Level. 2 students tested in the</p>	The following indicates the percentage of home languages: English 96.4, Spanish 3%, Chinese 0.2%, Hashto 0.2%, Mandarin 0.1% and Bengali 0.1%.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Developing Level. 2 students tested in the Bridging Level. 2 students tested in the Reaching Level.</p> <p>Alternate ACCESS for ELLs 2.0 1 student tested in the Spring of 2020 for cluster K-3. In grade 3, 1 student tested. 1 student tested in the Emerging Level.</p>	

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	0	The enrollment of students in grades 1, 2 and 3 on June 11, 2021 was 571.	There were 913 students in grades Prekindergarten to 3rd grade on June 11, 2021. The state requires that attendance records beginning with grade 1. Therefore the information in the previous column is for grades 1, 2 and 3. About 69% of the students at Cold Springs School belong to the subgroup of economically disadvantaged students. This is over 20% reduction in numbers due to the reporting method utilized during Covid-19. 69% of Cold Springs School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They sometimes have less
		Subgroup 1 YTD Student Enrollment Average	0	The enrollment of students with disabilities on June 11, 2021 was 54.	
		Subgroup 2 YTD Student Enrollment Average	0	The enrollment of students who are economically disadvantaged on June 11, 2021 was 277.	
				The enrollment of students with Limited English Proficiency on June 11, 2021 was 22.	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				access to technology at home compared to other students.

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	0.00%	The attendance rate for grades 1, 2 and 3 on June 11, 2021 was 91%. Current enrollment: 571 students.	The attendance rate was impacted by the Covid- 19 Environment: Continuously transitioning between hybrid, In-person and remote learning.
		Subgroup 1 YTD Student	0.00%	The attendance rate for economically disadvantaged students in grades 1-3 on June 11, 2021 was 88%. Current Enrollment: 277	
		Subgroup 2 YTD Student Attendance Average	0.00%	The attendance rate for students with disabilities in grades 1-3 on June 11, 2021 was 89%. Current enrollment: 91 including 59 Special Education K-3 students.	
				The attendance rate for students with Limited English Proficiency in grades 1, 2 and 3 on June 11, 2021 was 91 %	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.00%	In grades 1-3 the overall chronic absenteeism rate was 3.4%. This is 19 students out of 571 with at least 18 days absent as of June 11, 2021.	The rates are the same for the subgroups and the total population. In grades 1-3 the chronic absenteeism rate for economically disadvantaged students was 3.4% as of June 11, 2021. This is 9 students with at least 18 days absent as of June 11, 2021. In grades 1-3 the chronic absenteeism rate for students with disabilities was 3.4% as of June 11, 2021. This is 2 students with at least 18 days absent as of June 11, 2021.
		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%	Work Days 175 times 39 teachers is 6,825 total days Teacher Absence rate 7% Teacher Attendance rate 93%	93% from September 1, 2020 to June 11, 2021.

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 Suspensions YTD Average - In School 0% (0 out of 146)	There were 2 incidents reported. All incidents involved second graders. There were 146 second graders. Both incidents resulted in the student getting detention.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%	Student Suspension YTD Average - In School for Subgroup 1 (Econ. Disadv.) = 0% (0 out of 146)	
		Student Suspension YTD Average - In School for Subgroup 2	0.00%	Student Suspension YTD Average - In School for Subgroup 2 (Students with Disabilities) = 0% (0 out of 146)	
		Student Suspension YTD Average - Out of School	0.00%	Student Suspension YTD Average - Out of School 0% (0 out of 146)	
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%	Student Suspension YTD Average - Out of School for Subgroup 1 (Econ. Disadv) = 0% (1 out of 146)	
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%	Student Suspension YTD Average - Out of School for Subgroup 2 (Students with Disabilities) = 0% (1 out of 146)	

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		<p>A school climate survey was distributed to the staff in May 2021. A review of the responses of all staff members shows that their greatest success is interaction with the students at 58%, with Use of Technology and 21st Century Skills at 28%, followed by teaching subject expertise at 8%.</p> <p>95% of staff members at Cold Springs School had a favorable response when asked if they were committed to their jobs. When asked if they were provided with opportunities to correct weaknesses in their job performance, 71% had a positive response. 95% percent indicated that they were comfortable with the support that they received from peers and supervisors. Remote teaching during the corona virus pandemic had a 89% approval rating among staff members.</p>	<p>The overall majority of staff feel dedicated and comfortable with their jobs. They felt supported to address areas of weaknesses and highlight their successes. The school culture and climate continues to trend in the positive direction.</p>



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	NA	NA
		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.		NA	NA
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		NA	NA
Algebra	Previous year's data provided. Please provide current year's data if possible.		NA	NA

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	<p>Teacher practice as measured on state-approved teacher practice instrument</p> <ul style="list-style-type: none"> *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs 		<p>There are 3 teachers at Cold Springs School on a CAP for the 20-21 school year.</p> <p>All tenured teachers received and end of year evaluation and created PDP's for the upcoming school year.</p>	<p>McREL's Teacher Evaluation System is used in the Gloucester City School District. The McREL system generates professional development for each teacher based on their evaluations. In addition, technology is a professional development goal for every teacher in the district.</p> <p>-On-going training for both teachers and administrators in the McREL Teacher Evaluation System took place and there was increased teacher-administrator dialogue.</p> <p>-On-going training for both teachers and administrators focusing upon how to implement, assess, and recognize quality instruction took place.</p>

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				<p>-Building and district-wide data committees met. Benchmark assessments for all content areas were used for creation of SGOs and to inform instruction.</p> <p>-PLCs were in place. A continued program of professional development will assist in raising student scores.</p> <p>Provide access to "OnCourse." Provide professional development on using the "On-Course" program for aligning curriculum and lesson plans to the NJSLs.</p> <p>Due to Covid-19, the state of NJ excused our teachers from completing SGP's.</p>

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

<CNA: NO DATA >



Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
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Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Some students enter the school without reading readiness skills. In grades 1-3, some students are challenged by phonemic awareness, word recognition, fluency, and reading comprehension as measured by previous year's state assessment, benchmarks and reading and writing data cluster analysis. ELA skills need to be strengthened, in particular with the circumstances surrounding COVID-19 and the learning gaps widening. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students.	<ol style="list-style-type: none"> COVID-19 and the surrounding circumstances required students had to endure various transitions throughout the school year. They were forced to learn from numerous learning models (hybrid, in person and remote) and be prepared to switch from one to the other without notice. Education, as we once knew it, fundamentally changed with little notice. Students' learning was undoubtedly hindered. 69% of Cold Springs School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They sometimes have less access to technology at home compared to other students. This factor combined with the circumstances surrounding COVID-19, as noted above, has widened the achievement gap. Not to mention, some students are classified as homeless. The student mobility rate for the district is 25%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 	All Populations K-3	1	Provide remediation to address skill gaps. (i.e. Summer WIN (WHAT I NEED) Program, tutoring and small group instruction)
				2	Provide ELA professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLs. As well as, providing PD on Linkit benchmark data to analyze student performance and identify areas of concern and supplies.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
				<p>3</p> <p>Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and consumables(Fundations/Wilson, Classworks, Peardeck, Freckle, Ed Puzzle, Kami) (3) ELA professional development for staff including using the OnCourse program for aligning curriculum and lesson plans to the NJSLs and supplies.</p> <p>Onboard a new ELA program (Benchmark Advance) to address students' needs beginning in the 21-22 school year</p> <p>Provide materials, supplies etc to homeless students as determined by needs assessment.</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	Some students enter the school without readiness skills for success in basic mathematics. In grades 1-3, some students exhibit a lack of proficiency in problem solving, number sense and have other gaps in necessary mathematical skills. This has been measured by state assessments, pre and post benchmarks, mid-term and final grades. Mathematical skills need to be strengthened, in particular with the circumstances surrounding COVID-19 and the learning gaps widening. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students	<ol style="list-style-type: none"> COVID-19 and the surrounding circumstances required students had to endure various transitions throughout the school year. They were forced to learn from numerous learning models (hybrid, in person and remote) and be prepared to switch from one to the other without notice. Education, as we once knew it, fundamentally changed with little notice. Students' learning was undoubtedly hindered. 69% of Cold Springs School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They sometimes have less access to technology at home compared to other students. This factor combined with the circumstances surrounding COVID-19, as noted above, has widened the achievement gap. Not to mention, some students are classified as homeless. The student mobility rate for the district is 25%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 	All Populations K-3	1	Provide remediation to address skill gaps. (i.e. Summer WIN (WHAT I NEED) Program, tutoring and small group instruction)
				2	Provide mathematics professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLS and supplies.



Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
				<p>3</p> <p>Begin to actively search for new Math programs and pilot various ones that can target our students' needs and supplies.</p> <p>Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and consumables (My Math/IXL, Classworks, Freckle, Peardeck, Ed Puzzle, Kami) (3) Mathematics professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLs. Provide materials, supplies etc to homeless students as determined by needs assessment..</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	Student achievement across the curriculum is below grade level for some students due to skill gaps. This is evidenced by student data from previous years' SGOs, state assessments, pre and post benchmarks and teacher request for training. COVID-19 highlighted these gaps and made them evermore present. There is a need for professional development in differentiated instruction, increased student engagement and formative assessments. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students	<ol style="list-style-type: none"> COVID-19 and the surrounding circumstances required students had to endure various transitions throughout the school year. They were forced to learn from numerous learning models (hybrid, in person and remote) and be prepared to switch from one to the other without notice. Education, as we once knew it, fundamentally changed with little notice. Students' learning was undoubtedly hindered. 69% of Cold Springs School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They sometimes have less access to technology at home compared to other students. This factor combined with the circumstances surrounding COVID-19, as noted above, has widened the achievement gap. Not to mention, some students are classified as homeless. The student mobility rate for the district is 25%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 	All Populations K-3	1	Provide remediation to address skill gaps. (i.e. Summer WIN (WHAT I NEED) Program, tutoring and small group instruction)
				2	Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and consumables and supplies (Foundations/Wilson, Journey's, Classworks, Kami, Peardeck, Ed Puzzle and other ELA and Math programs as determined to fit needs)
				3	Provide professional development for staff members. This will include professional development on aligning curriculum and lesson plans to the NJSLs using the On-Course program. Provide materials, supplies etc to homeless students as determined by needs assessment.



Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate and Culture, including Social and Emotional Learning	Student learning and social emotional well being is imperative to creating a positive school environment. There must be a support system in the school building and home-school collaboration. Once again COVID-19 highlighted the need more than ever to provide resources for parents to assist in student achievement, as well as hone in on our students' social and emotional learning.	<p>1. COVID-19 and the surrounding circumstances required students had to endure various transitions throughout the school year. They were forced to learn from numerous learning models (hybrid, in person and remote) and be prepared to switch from one to the other without notice. Education, as we once knew it, fundamentally changed with little notice. Students' learning was undoubtedly hindered.</p> <p>2. COVID-19 highlighted the need for us to delve into students' social and emotional learning and well being.</p> <p>3. 69% of Cold Springs School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They sometimes have less access to technology at home compared to other students. This factor combined with the circumstances surrounding COVID-19, as noted above, has widened the achievement gap.</p> <p>4. Not to mention, some students are classified as homeless.</p> <p>5. The student mobility rate for the district is 25%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps.</p>	All Populations K-3	1	Develop a SEL curriculum and onboard a SEL program (7Mindsets)
				2	Parent involvement activities including workshops.
				3	Extra supports for students (homeless students, English Language Learners, students with disabilities, homeless students, and economically disadvantaged students) will be provided as individual needs are known.

SMART Goal 1

By June 30, 2022, there will be a 4% increase in the number of students in grade 3 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment

Priority Performance

Some students enter the school without reading readiness skills. In grades 1-3, some students are challenged by phonemic awareness, word recognition, fluency, and reading comprehension as measured by previous year's state assessment, benchmarks and reading and writing data cluster analysis. ELA skills need to be strengthened, in particular with the circumstances surrounding COVID-19 and the learning gaps widening. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students.

Strategy 1:

Provide remediation to address skill gaps. (i.e. Summer WIN (WHAT I NEED) Program, tutoring and small group instruction)

Strategy 2:

Provide ELA professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSL. As well as, providing PD on Linkit benchmark data to analyze student performance and identify areas of concern and supplies.

Strategy 3:

Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and consumables(Fundations/Wilson, Classworks, Peardeck, Freckle, Ed Puzzle, Kami) (3) ELA professional development for staff including using the OnCourse program for aligning curriculum and lesson plans to the NJSL and supplies.

Onboard a new ELA program (Benchmark Advance) to address students' needs beginning in the 21-22 school year

Provide materials, supplies etc to homeless students as determined by needs assessment.

Target Population: All Populations K-3

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021(Cycle 1) there will be a 1% increase in the number of students in grade 3 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment.	Classworks, Wilson Reading (Foundations) , Linkit Benchmarking
Feb 15	By February 15, 2022 (Cycle 2) there will be a 2% increase in the number of students in grade 3 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment.	Classworks, Wilson Reading (Foundations) , Linkit Benchmarking
Apr 15	By April 15, 2022 (Cycle 3) there will be a 3% increase in the number of students in grade 3 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment.	Classworks, Wilson Reading (Foundations) , Linkit Benchmarking
Jul 1	By June 30, 2022, there will be a 4% increase in the number of students in grade 3 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment	Classworks, Wilson Reading (Foundations), Linkit Benchmarking and/or state assessment

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide remediation to address skill gaps: (1) Analyze data to identify targeted students. (2) Plan program and select resources (3) Hire Staff (4) Notify parents (5) Acquire program materials/resources	7/1/21	6/30/22	Assistant Superintendent and CSS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	3	Acquire Resources/Materials to use in class including on-line and consumables (Foundations/Wilson/Journey's, Classworks, Peardeck)	7/1/21	6/30/22	Assistant Superintendent and CSS Administration
4	2	Assessment: (1) Plan assessments (2) Contract with online providers (3) Provide training (3) Benchmark three times/year using the provider format (4) Survey teachers regarding effectiveness.	7/1/21	6/30/22	Assistant Superintendent and CSS Administration
5	2	ELA Professional Development: (1) Plan professional development (2) Contract with providers and/or assign in-house presenters (3) Acquire subscription to On-Course program for aligning curriculum and lesson plans to the NJSLs	7/1/21	6/30/22	Assistant Superintendent and CSS Administration
6	2	Acquire needed non-instructional supplies	7/1/21	6/30/22	Assistant Superintendent and CSS Administration
7	2	Communicate with parents and other stakeholders	7/1/21	6/30/22	Assistant Superintendent and CSS Administration
8	3	Provide supplies and materials etc to homeless students as determined by needs assessment.	7/1/21	6/30/22	Assistant Superintendent and CSS Administration
9	3	Acquire Resrouces for technology initiative: chromebooks and other related supplies	7/1/21	6/30/22	Assistant Superintendent and CSS Administration

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends enrichment/WIN program/remediation/summer/tutoring/small group instruction	INSTRUCTION - Personnel Services - Salaries / 100-100	\$20,261	Federal Title I (School Allocation)
1	Para Stipends	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$7,738	Federal Title I (School Allocation)
2	Acquire resources: Instructional Licenses including classworks, Freckle SS & Science, PearDeck, IXL-ELA, Kami, other programs associated with texts including reading texts and supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$10,043	Federal Title I (School Allocation)
9	Acquire resources: Supplies and Materials and Chromebooks	INSTRUCTION - Supplies & Materials / 100-600	\$666	Federal Title I (School Allocation)
3	Acquire resources: Supplies and Materials for homeless students.	INSTRUCTION - Supplies & Materials / 100-600	\$333	Federal Title I (School Allocation)
2	Acquire resources and materials to use in class including on-line and resources (Foundations/Wilson/Benchmark Advance/Inspire Science) new math program, consumables	INSTRUCTION - Supplies & Materials / 100-600	\$53,824	Federal Title I (School Allocation)
5	ELA Stipends for Professional Development (Summer Training-Wilson) and secretarial	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,221	Federal Title I (School Allocation)
1	Benefits for Staff Stipends	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,550	Federal Title I (School Allocation)
1	Benefits for staff stipends	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$170	Federal Title I (Intervention Reserve)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	ELA Professional Development: Contracted Services: Wilson, Educational Consultants, ELA Professional Development, Title I PD topics, etc	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$6,777	Federal Title I (School Allocation)
4	Conference, Workshops, misc.	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,855	Federal Title I (School Allocation)
6	Non instructional Supplies and Materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$555	Federal Title I (School Allocation)
6	Other Objects, Dues	SUPPORT SERVICES - Supplies & Materials / 200-600	\$16	Federal Title I (School Allocation)

SMART Goal 2

By June 30, 2022, there will be a 3% increase in the number of student in grade 3 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks

Priority Performance

Some students enter the school without readiness skills for success in basic mathematics. In grades 1-3, some students exhibit a lack of proficiency in problem solving, number sense and have other gaps in necessary mathematical skills. This has been measured by state assessments, pre and post benchmarks, mid-term and final grades. Mathematical skills need to be strengthened, in particular with the circumstances surrounding COVID-19 and the learning gaps widening. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students

Strategy 1:

Provide remediation to address skill gaps. (i.e. Summer WIN (WHAT I NEED) Program, tutoring and small group instruction)

Strategy 2:

Provide mathematics professional development for staff including using the On- Course program for aligning curriculum and lesson plans to the NJSLs and supplies.

Strategy 3:

Begin to actively search for new Math programs and pilot various ones that can target our students' needs and supplies.

Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and consumables (My Math/IXL, Classworks, Freckle, Peardeck, Ed Puzzle, Kami) (3) Mathematics professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLs. Provide materials, supplies etc to homeless students as determined by needs assessment..

Target Population:

All Populations K-3

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, there will be a 1% increase in the number of students in grade 3 who demonstrate an understanding of number sense and problem solving as measured by LinkIt benchmarks.	LinkIt benchmarks
Feb 15	By February 15, 2022, there will be a 2% increase in the number of students in grade 3 who demonstrate an understanding of number sense and problem solving as measured LinkIt benchmarks.	LinkIt benchmarks
Apr 15	By April 15, 2022 there will be a 2.5% increase in the number of students in grade 3 who demonstrate an understanding of number sense and problem solving as measured by LinkIt benchmarks.	LinkIt benchmarks
Jul 1	By June 30, 2022, there will be a 3% increase in the number of student in grade 3 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks	State assessments and LinkIt benchmarks

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide remediation to address skill gaps: (1) Analyze data to identify targeted students. (2) Plan program and select resources (3) Hire Staff (4) Notify parents (5) Acquire program materials/resources.	7/1/21	6/30/22	Assistant Superintendent and CSS Administration'

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Acquire Resources: (1) Contract with provider for 1-1 Laptop initiative (2) Acquire resources (3) Provide training and professional development	7/1/21	6/30/22	Assistant Superintendent and CSS Administration'
3	2	Acquire Resources/Materials to use in class including on-line and consumables (My Math, IXL, Classworks)	7/1/21	6/30/22	Assistant Superintendent and CSS Administration'
4	2	Assessment: (1) Plan assessment (2) Contract with online providers (3) Provide training (3) Benchmark three times/year using the provider format (4) Survey teachers regarding effectiveness.	7/1/21	6/30/22	Assistant Superintendent and CSS Administration'
5	2	Math Professional Development: (1) Plan professional development (2) Contract with providers and/or assign inhouse presenters (3) Acquire subscription to On-Course program for aligning curriculum and lesson plans to the NJSLS	7/1/21	6/30/22	Assistant Superintendent and CSS Administration'
6	2	Acquire needed non-instructional supplies	7/1/21	6/30/22	Assistant Superintendent and CSS Administration'
7	2	Communication with parents and other stakeholders	7/1/21	6/30/22	Assistant Superintendent and CSS Administration'
8	3	Acquire resources and supplies for homeless population	7/1/21	6/30/22	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff stipends remediation programs	INSTRUCTION - Personnel Services - Salaries / 100-100	\$20,261	Federal Title I (School Allocation)
1	Para Stipends	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$7,738	Federal Title I (School Allocation)
2	Acquire resources: district supplies and materials, chromebooks, etc	INSTRUCTION - Supplies & Materials / 100-600	\$666	Federal Title I (School Allocation)
3	Acquire resources including IXL, Classworks, Peardeck, Adobe, Freckle, wilson reading kits other supplies	INSTRUCTION - Supplies & Materials / 100-600	\$10,043	Federal Title I (School Allocation)
8	Acquire resources: supplies and materials for homeless population	INSTRUCTION - Supplies & Materials / 100-600	\$333	Federal Title I (School Allocation)
2	Acquire resources: online materials to use in class including on-line and consumables for new math program based on teacher and data recommendations	INSTRUCTION - Supplies & Materials / 100-600	\$53,824	Federal Title I (School Allocation)
1	Benefits for staff stipends	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,550	Federal Title I (School Allocation)
1	Staff stipends for Professional Development and Secretarial	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,221	Federal Title I (School Allocation)
1	Benefits for staff stipends	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$170	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Math related professional development: Contracted services-Educational Consultants, OnCourse, new math program consultants, and Title I related Professional Development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1,777	Federal Title I (School Allocation)
4	Other Professional Development: Workshops	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,855	Federal Title I (School Allocation)
6	Non Instructional Supplies and Materials and Tablets as needed	SUPPORT SERVICES - Supplies & Materials / 200-600	\$555	Federal Title I (School Allocation)
6	Other Objects, Dues	SUPPORT SERVICES - Supplies & Materials / 200-600	\$16	Federal Title I (School Allocation)

SMART Goal 3

By June 30, 2022, at least 50% of students in grade 2 will be able to utilize individualized learning plans (differentiation) and technology tools to address skill gaps utilizing individualized learning plans. Progress will be measured by performance on state and in-house designed assessments and LinkIt benchmarks.

Priority Performance	Student achievement across the curriculum is below grade level for some students due to skill gaps. This is evidenced by student data from previous years' SGOs, state assessments, pre and post benchmarks and teacher request for training. COVID-19 highlighted these gaps and made them evermore present. There is a need for professional development in differentiated instruction, increased student engagement and formative assessments. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students
Strategy 1:	Provide remediation to address skill gaps. (i.e. Summer WIN (WHAT I NEED) Program, tutoring and small group instruction)
Strategy 2:	Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and consumables and supplies (Foundations/Wilson, Journey's, Classworks, Kami, Peardeck, Ed Puzzle and other ELA and Math programs as determined to fit needs)
Strategy 3:	Provide professional development for staff members. This will include professional development on aligning curriculum and lesson plans to the NJSLS using the On-Course program. Provide materials, supplies etc to homeless students as determined by needs assessment.
Target Population:	All Populations K-3

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, at least 10% of students in grade 2 will be able to utilize individualized learning plans (differentiation) and technology tools to address skill gaps utilizing individualized learning plans. Progress will be measured by performance on in-house designed assessments and LinkIt benchmarks	Classworks, In-house designed assessments and LinkIt benchmarks
Feb 15	By February 15, 2022 at least 20% of students in grade 2 will be able to utilize individualized learning plans (differentiation) and technology tools to address skill gaps utilizing individualized learning plans. Progress will be measured by performance on state and in-house designed assessments and LinkIt benchmarks	Classworks, In-house designed assessments and LinkIt benchmarks
Apr 15	By April 15, 2022, at least 35% of students in grade 2 will be able to utilize individualized learning plans (differentiation) and technology tools to address skill gaps utilizing individualized learning plans. Progress will be measured by performance on state and in-house designed assessments and LinkIt benchmarks	Classworks, In-house designed assessments and LinkIt benchmarks
Jul 1	By June 30, 2022, at least 50% of students in grade 2 will be able to utilize individualized learning plans (differentiation) and technology tools to address skill gaps utilizing individualized learning plans. Progress will be measured by performance on state and in-house designed assessments and LinkIt benchmarks.	Classworks, Performance on state and in-house designed assessments and LinkIt benchmarks

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide remediation to address skill gaps: (1) Analyze data to identify targeted students. (2) Plan program and select resources (3) Hire Staff (4) Notify parents (5) Acquire program materials/resources	7/1/21	6/30/22	Assistant Superintendent and CSS Administration
2	2	Acquire Resources: (1) Contract with provider for 1-1 Technology initiative: Devices (2) Acquire resources (3) Provide training and professional development	7/1/21	6/30/22	Assistant Superintendent and CSS Administration
3	2	Acquire Resources/Materials to use in class including on-line and consumables.	7/1/21	6/30/22	Assistant Superintendent and CSS Administration
4	3	Professional Development: (1) Plan professional development (2) Contract with providers and/or assign inhouse presenters (3) Acquire subscription to On-Course program for aligning curriculum and lesson plans to the NJSLs	7/1/21	6/30/22	Assistant Superintendent and CSS Administration
5	2	Acquire needed non-instructional supplies	7/1/21	6/30/22	Assistant Superintendent and CSS Administration
6	2	Communication with parents and other stakeholders	7/1/21	6/30/22	Assistant Superintendent and CSS Administration
7	1	Acquire supplies and materials	7/1/21	6/30/22	Assistant Superintendent and CSS Administration
8	3	Acquire supplies for special population-homeless	7/1/21	6/30/22	Assistant Superintendent and CSS Administration

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends including Remediation/Enrichment programs	INSTRUCTION - Personnel Services - Salaries / 100-100	\$20,264	Federal Title I (School Allocation)
1	Other Purchased Services: Para	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$7,738	Federal Title I (School Allocation)
2	Acquire resources and instructional licenses including those needed for online programs, new math program, Benchmark Advance	INSTRUCTION - Supplies & Materials / 100-600	\$47,825	Federal Title I (School Allocation)
4	Acquire resources to be used in class including online and other resources, new teachers, and STEAM programs	INSTRUCTION - Supplies & Materials / 100-600	\$8,184	Federal Title I (School Allocation)
4	Acquire instructional supplies and materials and chromebooks (District)	INSTRUCTION - Supplies & Materials / 100-600	\$2,528	Federal Title I (School Allocation)
3	Acquire resources for homeless population	INSTRUCTION - Supplies & Materials / 100-600	\$334	Federal Title I (School Allocation)
5	Professional Development Stipends including Summer Training and secretarial	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,224	Federal Title I (School Allocation)
1	Benefits for employees and stipends	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,550	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Benefits for 200-100 stipends	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$170	Federal Title I (School Allocation)
5	Professional Development Contracted Services: OnCourse, Wilson, various Educational Consultants Title I Professional Development Topics	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$6,778	Federal Title I (School Allocation)
5	Professional Development Workshops, conferences and workshops	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,856	Federal Title I (School Allocation)
6	Non-instructional Supplies Materials and Tablets as needed	SUPPORT SERVICES - Supplies & Materials / 200-600	\$556	Federal Title I (School Allocation)
5	Other Objects: Dues	SUPPORT SERVICES - Other Objects / 200-800	\$18	Federal Title I (School Allocation)

SMART Goal 4

By June 30, 2022, there will be an increase of 5% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records.

Priority Performance Student learning and social emotional well being is imperative to creating a positive school environment. There must be a support system in the school building and home-school collaboration. Once again COVID-19 highlighted the need more than ever to provide resources for parents to assist in student achievement, as well as hone in on our students' social and emotional learning.

Strategy 1: Develop a SEL curriculum and onboard a SEL program (7Mindsets)

Strategy 2: Parent involvement activities including workshops.

Strategy 3: Extra supports for students (homeless students, English Language Learners, students with disabilities, homeless students, and economically disadvantaged students) will be provided as individual needs are known.

Target Population: All Populations K-3

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, there will be an increase of 2% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records	Sign in sheets and attendance records
Feb 15	By February 15, 2022, there will be an increase of 3% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records	Sign in sheets and attendance records
Apr 15	By April 15, 2022, there will be an increase of 4% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records.	Sign in sheets and attendance records
Jul 1	By June 30, 2022, there will be an increase of 5% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records.	Sign in sheets and attendance records

Action Steps

SMART Goal 4

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	(1) Contract with School Messenger (2) Use School messenger to communicate with parents (2) Use of the Parent Portal (Power School -local funded) (3) Use of Social Media to communicate: Website, Twitter, Facebook, etc.	7/1/21	6/30/22	Assistant Superintendent and CSS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	(1) Plan parent meetings (2) Hire in-house staff or contract with outside speakers (3) Acquire resources, materials, supplies (4) Notify parents	7/1/21	6/30/22	CSS Administration
3	2	Hold meetings and parent conferences	7/1/21	6/30/22	CSS Administration
4	3	(1) Assess the needs of special student populations including homeless students, English Language Learners, students with disabilities and economically disadvantaged students (2) Acquire need supports (3) Provide extra supports as needed.	7/1/21	6/30/22	Assistant Superintendent and CSS Administration

Budget Items

SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Supplies and materials for special student populations	INSTRUCTION - Supplies & Materials / 100-600	\$6,334	Federal Title I (School Allocation)
2	In-house parent presenters	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$300	Federal Title I (School Allocation)
2	Benefits for 200-100 line	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$23	Federal Title I (School Allocation)
1	Contract with School Messenger Parent/School	SUPPORT SERVICES - Other Purchased Services / 200-500	\$155	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Supplies and materials for parent involvement activities	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,111	Federal Title I (School Allocation)

Budget Summary

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
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$60,786	\$0	\$0	\$0	\$0	\$0	\$60,786
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$23,214	\$0	\$0	\$0	\$0	\$0	\$23,214
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$194,937	\$0	\$0	\$0	\$0	\$0	\$194,937
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$278,937	\$0	\$0	\$0	\$0	\$0	\$278,937
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$11,616	\$0	\$0	\$0	\$0	\$0	\$11,616
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$170	\$363	\$0	\$0	\$0	\$0	\$0	\$533
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$15,332	\$0	\$0	\$0	\$0	\$0	\$15,332
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	\$5,721	\$0	\$0	\$0	\$0	\$0	\$5,721
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$3,809	\$0	\$0	\$0	\$0	\$0	\$3,809
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$18	\$0	\$0	\$0	\$0	\$0	\$18
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$170	\$36,859	\$0	\$0	\$0	\$0	\$0	\$37,029
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	\$170	\$315,796	\$0	\$0	\$0	\$0	\$0	\$315,966

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	\$170	\$315,796	\$0	\$315,966
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$170	\$315,796	\$0	\$315,966

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.
x	Effective Instruction
x	Effective Instruction
x	Effective Instruction
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: Susan Ekimoglou

Title: Instructional Supervisor, ASP District reviewer

Date: 07/13/2021

District Business Administrator or District Federal Programs Administrator Certification

< NO DATA >

ASP District CSA Certification and Approval Page

< NO DATA >