

A Chester Redshaw School

District: NEW BRUNSWICK CITY

County: MIDDLESEX

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 233530060

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	Maria Martinez	Yes	Yes	Yes		
Community Member	Wilford Charles	Yes	Yes	Yes		
Principal	Kim Taylor	Yes	Yes	Yes		
Vice Principal	Juan Perez	Yes	Yes	Yes		
Vice Principal	Kisha Adkins	Yes	Yes	Yes		
Teacher	Crystal Favours	Yes	Yes	Yes		
Teacher	Yasmin Jameer	Yes	Yes	Yes		
Teacher	Glenis Dupree	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Teacher	Ingrid Caicedo	Yes	Yes	Yes		
Specialist	Felicia Lake-Jones	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/26/2023	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment	Yes	Yes
06/07/2023	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/13/2023	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
06/30/2023	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	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)
Implement school-wide teaching practices that promote student writing and build literacy.	English Language Arts (ELA)	Hispanic, ELLs	Yes	Yes	Yes	The text structures of leveled text support the teaching of strategies along a developmental continuum. As the levels increase, the demands on the reader increase. Early leveled text support emergent reader strategies such as how print works, voice print match, early phonics strategies, and print picture match to allow for context/word predictions. As text move through the continuum the demands of decoding lessen and the focus of instruction centers on applying comprehension strategies, understanding genre, writing, and recognizing literary techniques. Teachers use leveled text to support the teaching and practice of reading and writing strategies along the developmental continuum.

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)
Utilize student performance data during Common Planning Time to design intervention teaching strategies for writing to increase students abilities to write effective and coherent responses.	English Language Arts (ELA)	Hispanic, ELLs	Yes	Yes	Yes	During various common planning time meetings, teachers will engage in analyzing and correlating lexile scores with guided reading levels. Additionally, teachers will review leveled skills and strategies for guided reading instruction. The information collected will be used to adjust and formulate future lessons.
Specialist and teachers must collaborate on a regular basis in order to develop consistently writing expectations for each grade level.	ELA, Mathematics, Science	Hispanic, ELLs	Yes	Yes	Yes	Throughout the school year, the specialist regularly meets with various teachers to plan and model instruction. The specialist creates a weekly schedule that changes throughout the school year to meet the needs of staff and students.
Use student performance data during common planning time meetings to inform teachers' instructional adjustments for student deficits and for student enrichment.	Mathematics	Hispanic, ELLs	Yes	Yes	Yes	During various common planning time meetings, teachers will engage in analyzing and correlating NJSLA scores, Individualized Student Reports, as well as WIN data. The information collected will be used to adjust and formulate future lessons.

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)
Provide professional development and differentiated coaching to support teachers with implementing pedagogical strategies such creating connections amongst multiple representations for students to relate to the real world.	ELA, Mathematics, Science	Hispanic, ELLs	Yes	Yes	Yes	Teachers from different grade levels will participate in training opportunities in order to review support resources available to them and the revised curriculum information. Additionally, they will take part in an overview of unit disciplinary core ideas. Teachers can then utilize this knowledge to identify and craft strategies for planning and pacing lessons, as well as periods of instruction to be implemented throughout the school year.
Provide professional development and differentiated coaching to support teachers with implementing pedagogical strategies such as the use of the reasoning rubric.	ELA, Mathematics, Science	Hispanic, ELLs	Yes	Yes	Yes	Math teachers from different grade levels will review features of mathematical and pedagogical goals and the differences between the two. Teachers can then utilize this knowledge to identify and craft mathematical and pedagogical goals to be implemented throughout the school year.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Align Social and Emotional Learning (SEL) with school activities to promote relationship building, positive behaviors and interactions.	Social and Emotional Learning (SEL)	Hispanic, ELLs	Yes	Yes	Yes	The Meaningful Mentor Program at Redshaw continues to benefit students by offering various emotional and academic supports. It has shown to improve student self confidence while helping to build strong, positive, lasting relationships. The interactions deter risky behaviors and also gives a sense of belonging and caring that reduces stress. It helps a child to develop resilience and offers a positive influence on emotional and mental health.

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.		Grade 3 16.5% ELLs- 5.3% SWD - 0.0% Grade 4- 21.1% ELLs- 13.5% SWD- 0.00% Grade 5- 18.3% ELLs- 2.0% SWD - 3.1%	Grade 3 students' strength on the NJSLA was determining key ideas and details when reading literature. An area in need of improvement was integration of knowledge and ideas when reading informational text. At the lower elementary level students have numerous exposures to fiction. When they reach the upper elementary grades students are exposed to more nonfiction text. However, students may not have had as much experience with informational text as they have with other types of text. In addition, students' may have limited or minimal background knowledge regarding the topic(s) which are presented on

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				the assessment. A frame of reference or schema helps students make sense of new information that is presented. Grade 4 and Grade 5 students' strength on the NJSLA was key ideas and details when reading literature. An area in need of improvement for Grade 4 and Grade 5 was integration of knowledge and ideas when reading informational text. Integration of knowledge and ideas can include comparing and contrasting topics and/or themes. In order to do this students must understand what they are being asked to do. Then they must have a thorough understanding of the topics and/or themes presented within the text. Finally they must be able to

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				identify, through close reading, the similarities and/or differences. Therefore multiple skills are involved. If one or more of these skills are not effectively implemented, the integration of knowledge and ideas will prove challenging.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/		0% of 5th grade students Met/ Exceeded Expectations	The science assessment evaluated students' performance of scientific and engineering practices and their connection to disciplinary core ideas. These factors required students to think critically regarding the science of technology, design, building, use of machinery and the function of structures. The nature of the standards required more complex assessment items and tasks. Student's performance rate indicates a need to increase the amount of exposure they have to scientific and engineering practices and relate these practices to other contents.

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.		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					There were no common assessments for grades 1 & 2 during cycle 3.	For math, cycle, 4, Grade 1 did not have a 95% participation rate. It appeared to be difficulties with the staff's submission of the data being properly recorded and saved.
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	99%	96%	100%		
		1	98.1%	100%	0%	100%		
		2	99.1%	100%	0%	99%		
		3	98.2%	99%	100%	100%		
		4	99.1%	99%	99.1%	95.4%		
		5	98.2%	98%	99.1%	100%		
		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	100%	99%	96%	100%		
		1	99%	97%	100%	55%		
		2	99.1%	62.6%	45%	99%		
		3	99.1%	97%	97.4%	100%		
		4	99%	100%	99.1%	100%		
		5	97.2%	97.1%	99%	100%		
		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	Common Assessment 2 Grade 3 28.07% ELLs- 25.58% SWD- 4.76% Grade 4- 42.98% ELLs- 33.33% SWD- 37.50% Grade 5- 44.76% ELLs- 29.03% SWD- 22.73% Common Assessment 3 Grade 3 47.79% ELLs- 43.48% SWD - 29.17% Grade 4- 66.97% ELLs- 81.13% SWD- 43.48% Grade 5- 59.05% ELLs- 41.94% SWD - 31.82% Common Assessment 4 Grade 3 57.72% ELLs- 54.55% SWD- 44.44% Grade 4- 72.48% ELLs- 66.67% SWD- 39.13% Grade 5 ELLs- 40.00% SWD- 8.7%	Grade 3 students' overall level of proficiency on Common Assessment 2 was 28.07%. The overall Grade 3 proficiency on Common Assessment 3 was 47.79% which is a 19.72% increase from Common Assessment 2 to Common Assessment 3. Grade 4 students' overall level of proficiency on Common Assessment 2 was 42.98% Their overall level of proficiency on Common Assessment 3 was 66.97%. There was a 23.99% increase from Common Assessment 2 to Common Assessment 3. Grade 5 students' overall level of proficiency on Common Assessment 2 was 44.76% Their overall level of proficiency on Common Assessment 3 was 59.05%. That is an increase of 14.29%. Grade 3 ELL students'
		K	0%	62%	96%	96%		
		1	12.8%	12%	0%	12%		
		2	18.5%	23%	0%	29.5%		
		3	1.8%	29%	2.7%	4.4%		
		4	14.2%	45%	65.7%	11.5%		
		5	14%	45%	59%	3.8%		
		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%		

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				overall proficiency on Common Assessment 2 was 25.58% Their overall level of proficiency on Common Assessment 3 was 43.48%. That is an increase of 17.9%. The Grade 3 SWD population had an overall proficiency of 4.76% on Common Assessment 2 and 29.17% on Common Assessment 3. That is an increase of 24.41%. Additional Increases in proficiency are evident throughout the ELL and SWD populations in Grades 4 & 5 from Common Assessment 2 to Common Assessment 3. The overall proficiency in Grades 3, 4, & 5 increased from Common Assessment 2 to Common Assessment 4. Grade 3 started with 28.07% of the students being proficient on

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				Common Assessment 2 . That increased to 57.52% on Common Assessment 4. Grade 4 began with 42.98% of the students being proficient on Common Assessment 2. On Common Assessment 4, 72.48% of Grade 4 students were proficient. In Grade 5, 44.76% of the students were proficient on Common Assessment 2. When Grade 5 students took Common Assessment 4, 55.24% of the students were proficient. These common assessments required students to read informational texts, then respond to questions and writing prompts. The more experience/practice students have with this type of text, the more familiar they will become with it. This

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				may have been one of the contributing factors which led to the increase in students' proficiency levels.

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	MATH 2022-2023 COMMON ASSESSMENTS COMMON ASSESSMENT #1 OVERALL 3rd 37.4% 4th 40.7% 5th 24.3% SWD 3rd 22.7% 4th 16.% 5th 31.8% ELL 3rd 19.4% 4th 47.1% 5th 22.6% COMMON ASSESSMENT #2 OVERALL 3rd 52.3% 4th 39.4% 5th 11.7% SWD 3rd 47.8% 4th 34.8% 5th 18.2% ELL 3rd 29.8% 4th 45.1% 5th 12.9% COMMON ASSESSMENT #3 OVERALL 3rd 48.6% 4th 27.8% 5th 11% SWD 3rd 47.8%	Grade 3 proficiency rate for the four cycles common assessment overall scores is 37.4%, 52.3%, 48.6% & ? The combined average is? There was an increase in the scores from the 1st common assessment to the 2nd by 14.9% while during the 3rd cycle the score decreased 3.7%. Grade 4 proficiency rates for common assessment overall scores in all four cycles are 40.7%, 39.4%, 11% & ? with an average of ?. Overall the proficiency rate for fourth grade scores decreased from cycle 1 to cycle 2 by 1.3% meanwhile there is another decrease in scores from cycle 2 to cycle 3 of 28%. The cycle 4 proficiency rate was ? Grade 5 proficiency rate for common assessment overall
		K	0%	16.8%	72.3%	79%		
		1	15.7%	47.4%	40%	46%		
		2	10.2%	55.2%	68.8%	66%		
		3	41.1%	53%	48.6%	49%		
		4	40.7%	39.4%	27.8%	30%		
		5	24.3%	11.7%	9.6%	40%		
		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
			4th 9.1% 5th 9.5% ELL 3rd 3.4% 4th 42% 5th 3.8% COMMON ASSESSMENT #4 OVERALL 3rd 4th 5th SWD 3rd 4th 5th ELL 3rd 4th 5th	scores is 24.3 %, 11.7% & 11%. There was a decrease in scores from cycle 1 to cycle 2 by 12.6%. Meanwhile the proficiency rate decreased by .7% from cycle 2 to 3. The cycle 4 proficiency rate is ELL & SWD: The proficiency rate for grade 3 ELL's is 19.4%, 29.8 3.4% & ? The score increased from the 1st cycle to the 2nd by 10%. From 2nd to 3rd cycle the scores decreased by 26.4%. The proficiency rate for grade 4 ELL's cycles 1, 2, & 3 has a median score of 45% with cycle 1 scoring 42% and cycle 3 scoring a proficiency rate of 47%. The proficiency rate for grade 5 ELL's for cycle 1-3 are 22%, 12%, 3.9%. The scores decrease from 10% from cycles 1 to cycle 2. The scores decreased again from cycle 2 to

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				cycle 3 by 8.1%. The cycle 4 proficiency rate is The SWD proficiency rate in 3rd grade increased from cycle 1 to cycle 2 by 25% and remained the same 48% in cycles 2 and 3. The proficiency rate in 4th grades for SWD are 16%, 35%, 9.1% There is an increase in scores by 17% then a decrease from cycle 2 to 3 by 25.9%.. In 5th grade there is a pattern of decrease in the cycle 1, 2 and 3 scores starting at 32%, 18% then 9.5%. When looking at the math common assessment data for cycles 1, 2 and 3 the proficiency rate is below 70% in grades 3, 4 and 5 in overall grades, ELL & SWD categories. Based on the proficiency rates, students are not demonstrating that they

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				have learned strategies for using multiplication and division to solve problems understanding relationships between numbers and using them in real-world scenarios. The Redshaw community should continue analyzing data, working in small groups utilizing WIN periods keeping conversations going to enhance student learning. Utilize summative and formative assessments to figure out where specific areas of weaknesses are in math that need to be addressed. Continue administrative walkthroughs w/ department supervisors & specialists to see where teacher moves can be adjusted to meet student needs. Admin team attending more C&I PD's learning the curriculum with

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				specialist/coaches to support and critique teacher pedagogy to address and meet student needs.

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	28.5%	Forty - three students (15%) had a score of 4.5 or higher, which makes them eligible to exit the ESL program.	28.5% of English Learners made expected growth to proficiency. ACCESS results indicate that 288 students took the assessment. Forty-three students (15%) had a score of 4.5 or higher. Thirty- two students (11%) had a score range of 4.0 – 4.4. The highest average performance level was Listening, with an average score of 4.3. The lowest average performance level was Literacy, with an average score of 3.0. ACCESS results from the school year 2021-22, indicated that 13% of students had a score of 4.5 or higher. During the 2022-23 school year, there was a 2% increase in students scoring a 4.5 or higher. Also, last year 8% of students had a score range of 4.0- 4.4. This year, 11% of students

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				had a score range of 4.0- 4.4. The data indicates that more Multilingual Learners have the potential to exit the program, provided that instruction encompasses instructional exposures for students to materials and assignments that are aligned with state proficiency standards and WIDA standards.

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	786	Overall Student Enrollment September - 816 October - 796 November - 791 December - 787 January - 790 February - 775 March - 775 April - 771 May - 772 June -	The school enrollment has gradually decreased throughout the school year.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
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	93.19%	Percent of Student Attendance September - 93.73% October - 93.04% November - 90.15% December - 92.31% January - 93.73% February - 93.04% March - 93.51% April - 94.33% May - 94.85% June -	Student attendance fluctuated throughout the school year with a largest drop occurring in November. The percentage of student attendance gradually increased since then to reach a rate above 94 percent.
		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	21.63%	Percent of Chronic Absenteeism	For the 2022 - 2023 school year, the percentage of chronic absenteeism was elevated during the months of September through January. November being the highest at 31.10%. After January, the percentages began to decrease with 21.63% being the lowest in May.
		Subgroup 1 YTD Chronic	0.00%	September - 28.55% October - 29.15% November - 31.10% December - 29.35% January - 27.97% February - 24.39% March - 21.81% April - 21.92% May - 21.63% June -	
		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	94.00%	Percent of Staff Attendance	Staff attendance was above 95% to begin the school year but decreased in the month of November. At that point, it remained consistent throughout the school year with small decreases at various points.
				September - 95.26%% October - 97.12% November - 93.23% December - 94.28% January - 92.46% February - 93.87% March - 92.07% April - 93.74% May - June -	

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%	Percent of Student Suspension In Out September 0.00% October 0.00% November 0.00% December 0.00% January 0.00% February 0.00% March 0.00% April 0.00% May 0.00% June 0.00% Total YTD Student Suspension is 19	Throughout the 2022 - 2023 school year, suspensions or incident report rates were higher than normal for the grade levels that make up the total school population. There was an increase in district policy violations.
		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	0.33%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family	Domain	ES	MS/HS	Parents	Staff	Parent participation - 100%	Student Survey- Results reflect that the majority of students feel that they receive help when it is needed and that their learning has interests. Results also reveal that the majority of students think their peers sometimes treat one another with respect. Survey results can be utilized to inform instruction so that there can be an increase in gaining students' interests during instruction and in the feeling that learners receive assistance when needed. As the school community continues to enhance students' stamina and their abilities to grapple with challenging material, it may appear to students that there is a delay in receiving support. Additionally, as the school community continues to engage students in activities that are designed to develop
		Participation	100	0			Student participation - 6%	
							Staff participation - 41%	
							Student Survey – There are a total of 328 students in grades 3-5. One- hundred percent (100%) of students in this grade level completed the survey. Question 15 asks, “My teachers would give me help if I needed it..” 80% of students responded “Yes”, 18% responded “Sometimes and 2% responded “No”. Question 22 asks, “My teachers make learning interesting.” 52% of students responded “Yes”, 40% responded “Sometimes and 8% responded “No”. Question 31 asks, “Most students in my school treat each other with respect.” 41% of students responded “Yes”, 51% responded “Sometimes and 8% responded “No ”. Staff Survey- There are 75 certified teachers. Fifty-three percent of staff members (53%) participated in the survey. Question B	

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			asks, "The school's schedule allows adequate time for teachers' preparation and planning." – 8% Strongly Agree, 17% Agree, 7% Strongly Disagree, 42% Disagree, 26% Neutral. Question C asks, "The school community has high expectations of all students." 27% Strongly Agree, 52% Agree, 0% Strongly Disagree, 4% Disagree, 17% Neutral. Question K asks, "I am dissatisfied with opportunities for my professional growth." 2 % Strongly Agree, 21% Agree, 17% Strongly Disagree, 35% Disagree, 25% Neutral. Parent Survey – Forty - two parents (6%) participated in the survey. Question 13 asks, "Teachers at my child's school set high standards for students." – 30% Strongly Agree, 30% Agree, 25% Strongly Disagree, 3% Disagree, 12% Neutral. Question 9 asks, "I am satisfied with the extracurricular activities at my child's school." –31% Strongly Agree, 19% Agree, 29% Strongly Disagree, 10%	empathy and understanding, the goal is to augment students' capacities to understand how to treat everyone one nicely in an appropriate manner. Staff Survey- Survey results indicate that staff members would like their schedules to include additional time to plan and prepare. Learning development opportunities and collaborative sessions will be included in our learning communities. Staff members will continue to receive the opportunity to take on leadership roles within the school community. As the majority of staff indicates that the school community has high expectations for students, the school community will continue to provide students with opportunities to meet those expectations by

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			Disagree, 10% Neutral. Question 18 asks, "The academic needs of students are met at my child's school." – 30% Strongly Agree, 31% Agree, 21% Strongly Disagree, 10% Disagree, 8% Neutral.	adhering to the School's goal - To continue enhancing student learning by personalizing assignments that are aligned with District approved frameworks and supported by instructional data. Parent Survey- Survey results indicate that the majority of parents are satisfied with the school's expectations and academic programs. The survey also communicates that the majority of parents indicate that the school is meeting the academic needs of their child(ren). As the School continues to strengthen the relationship between home and school, opportunities for parents to engage in learning experiences will continue so that members of the school community can be equipped to assist their children in their educational journeys.

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

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			
		% 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	Walkthroughs with the aforementioned focus occurred on 10/13, 11/4 and 11/7. Listed below were the trends: -18 out of 18 classes visited demonstrated evidence of student engagement. - 12 out of the 18 classes visited demonstrated evidence of an objective that communicated District and School expectations.	Walkthrough trend data was shared with the entire grade level. Grade levels have been made aware of expectations and the importance of adjusting practices to reflect impactful teaching moves. During staff and CPT meetings, data and artifacts are examined to continue developing a common language of expectations and to continue to monitor progression of the areas identified. Lastly, teacher observations are reflective of practices, or lack thereof, implemented by the teacher.
		# Teachers to Evaluate	75		
		# Teachers on CAP	1		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	3	Walkthroughs with the aforementioned focus occurred on 12/15, 12/16 and 1/3. Listed below were the trends: - 23 out of 28 classes visited demonstrated evidence of student engagement. - 11 out of the 28 classes visited demonstrated evidence of student assignments being personalized.	
		Cycle 2	3		
		Cycle 3	4		
		Cycle 4	3		
				Walkthroughs with the aforementioned focus occurred on 3/15, 3/21, 3/28, 4/26. Listed below were the trends: - 18 out of 18 classes visited demonstrated evidence of student	

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
			engagement. - 13 out of the 18 classes visited demonstrated evidence of student assignments being personalized. Walkthroughs with the aforementioned focus occurred on 4/28, 5/23, 5/30. Listed below were the trends: 15 out of 15 classes visited demonstrated evidence of student engagement. - 15 out of the 10 classes visited demonstrated evidence of student assignments being personalized.	

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Family/ Community Events	Despite the COVID- 19 pandemic still being in effect, the school has continued to provide experiences for families and community members amid following safety procedures.	There were over 25 events that took place during this school year.	Events continue to have attendees. Care- givers and

Process Questions and Growth and Reflection Tool

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

-This information will be shared with stakeholders during the return staff meeting and during open house.

-PTO meeting and events will include aspects of the plan, which will be open for discussion and any questions can be addressed.

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

-It provides insight into the school community's concerns and allows for two-way communication to occur

-Through the increase in parental involvement activities, communication between home and school will increase. Parents will be presented with opportunities to enhance their understanding of the curricular. Parents will also receive the opportunity to learn skills and techniques to assist their children in their school career.

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	2-Emerging	A. C. Redshaw consistently implements, revises, and reflects on SLOs as we deliver our units of study. Frequent use of data is used to monitor student progress. Students are assessed after every unit of study. Formative and summative assessment data is analyzed in order to drive instruction. Instructional strategies are modeled and resources that contribute to successful student outcomes are shared. (1.2, 1.4)	A.C. Redshaw PLC teams work collaboratively with a set of guided questions to ensure high quality instruction. However, guided questions sometimes reflect each unit of study and revisions of the curriculum and/or unit of study rarely occur. Guided questions for Math, ELA, Social Studies and Science Units of Study would help to ensure that curriculum design aligns with progress towards reaching the Student Learning Objectives. Data is consistently analyzed and reflected upon. However, data is rarely used to revise units of study. It would be beneficial to plan PLCs that focus on using data to drive changes in instruction and unit design. (1.1, 1.3, 1.5)
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
Assessment	1	A	3-Developing	Over the course of the academic year, common assessments for units of study have been created and implemented. Summative student data is examined and used to monitor student development. (2.1)	To evaluate students, several pre-assessments have been devised. Pre-assessments for each unit of study would be helpful to support flexible groupings and differentiated instruction. Formative assessments are also utilized to measure both overall and individual student progress. Targeted feedback would be advantageous for students. We will work as grade-level teams to implement common assessments and to define grade-level practices that everyone will use as Redshaw continues to use data to inform instruction and decision-making. Assessing student learning will then help instructors decide what the next steps should be. (2.2, 2.3)
	2	A	1-Not Addressed		
	3	A	4-Sustaining		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A	3-Developing	PLC meetings at A. C. Redshaw also serve as common planning times. Grade level teams meet once a week. It would be beneficial if there were separate meetings for PLCs and common planning each week. Data is analyzed and reviewed. However, time is limited. We have very strict time constraints. Sometimes half of the meetings, monthly, are dedicated to planning. (3.1, 3.2)
	2	A	3-Developing	
	3	A	4-Sustaining	
	4	A	3-Developing	
			At Redshaw all PLC meetings begin with a review of the established meeting norms. Every teacher is aware of what the norms are and for the most part adhere to them on a regular basis. The teachers know how to collaborate with one another and share in the pursuit of school and district goals. Collaboration develops relationships and provides emotional support. (3.3)	
Culture	1	A	4-Sustaining	A.C. Redshaw School has developed a school climate plan that includes specific measurable goals revised throughout the year based on data collection of formative and summative assessments. At Redshaw PIAs have been established to communicate the purpose and connection between goals to all stakeholders to create a coherent approach to climate improvement.(4.7, 4.8, 4.13) Students infrequently experience teasing, bullying or exclusion and have been taught what to do in situations of normal conflict and bullying. Tolerance for diversity and differences is taught in most classes. However, they are inconsistent with the application of conflict resolution and implementing cultural sensitivity. At Redshaw students sometimes work collaboratively and sometimes engage in peer and self assessment. (4.3, 4.6)
	2	A	4-Sustaining	
	3	A	3-Developing	
	4	A	4-Sustaining	
	5	A	4-Sustaining	
	6	A	2-Emerging	
	7	A	4-Sustaining	
	8	A	4-Sustaining	
	9	A	3-Developing	
	10	A	3-Developing	
	11	A	3-Developing	
	12	A	3-Developing	
	13	A	4-Sustaining	
	14	A	4-Sustaining	

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A	4-Sustaining	The frameworks for evaluations work to create a common language and understanding of effective practices. The frameworks used to evaluate teachers and principals are research-based and prior to observations and evaluations a review of the frameworks's components occur with the observers and observees. Student growth objectives are directly connected and aligned with learning objectives. The opportunity to reflect on instructional practices and to revise instruction and assessments based on data is provided and collaboration occurs during common planning time. To assist with this process, an exchange of dialogue and feedback is ongoing and professional improvement plans are designed to include a connection between instruction, learning, and evaluation of practice. (5.1)	As the school continues to strengthen and sustain best practices, areas of continued focus will continue to include the following: school-wide use of common language; implementation of approved resources with fidelity; examining professional Improvement plans for purposes of engaging in further reflection and implementation of research-based practices. (5.1)

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	Based on the ELA Common Assessment data for cycle four, there was 37% average decline in the amount of students in grades 3-5 who met or exceeded expectations in the common assessment.	Although teachers are exposing students to informational text, students need to be taught strategies to assist them with comprehending nonfiction text. The skills required to engage with nonfictional text tend to differ because of the genre.	Hispanic	1	Implement school-wide practices that promote and build literacy.
				2	Utilize student performance data during structured opportunities to select strategies to increase students' ability to navigate informational text.
				3	Specialists and teachers must regularly collaborate to examine and implement practices that engages students with informational text.
Assessment/Data Analysis	Based on the overall result of Math common assessments, less than 5% of students in grades 3-5 demonstrated an increase on the overall proficiency of conceptual understandings of mathematical concepts on the Math common assessment.	Although there has been an increase in the number of teachers using district-approved resources and the conceptual based model when introducing math tasks, the application of these practices and the use of multiple data forms are inconsistent school-wide, which causes students to struggle to demonstrate mastery of mathematical concepts.	Hispanic	1	Enable students to demonstrate critical thinking abilities and improve their math fluency by implementing school-wide initiatives.
				2	During structured opportunities, teachers use student performance data to guide instructional adjustments for student deficits, enrichments, and analyzing data to determine the appropriate next steps.
				3	Implement a math data tracking form will be utilized schoolwide.

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	Based on the overall result of Science common assessment, only 57% of students in grades 3-5 demonstrated an increase on the overall proficiency of exhibiting reasoning and logical explanations on the Science common assessment.	Although there was a school-wide increase in the use of the Science Reasoning Rubric, students are still presenting a challenge with incorporating reasoning and evidence in their responses.	Hispanic	1	Implement school wide practices that engage students in demonstrating reasoning skills associated with the content.
				2	Use performance data to inform teachers' selection of instructional response strategies to develop students' mastery of understanding Next Generation Science Standards.
				3	Provide professional development and differentiated coaching to support teachers with implementing pedagogical strategies such as the use of the reasoning rubric.
Social and Emotional Learning	In grades 2-5, there are 433 students. Approximately 13 % of students in grades two through five participated in the schools' mentor / mentee program.	Since the mentor / mentee program continues to prove to be successful, the school would like to improve staff recruitment efforts to continue to expand its reach by increasing the number of participants in the program.	Grades 2-5	1	Align Social and Emotional Learning (SEL) with school activities to promote relationship building, positive behaviors and interactions.
				2	Link student data to inform professional development sessions provided to the staff.
				3	Work with internal and/ or external systems to promote student leadership, relationship building, positive behaviors.

SMART Goal 1

By June 30, 2024 there will be a 5% increase of students, in grades 3-5, demonstrating growth on the overall proficiency of comprehension of texts on the ELA District Common Assessment.

Priority Performance Based on the ELA Common Assessment data for cycle four, there was 37% average decline in the amount of students in grades 3-5 who met or exceeded expectations in the common assessment.

Strategy 1: Implement school-wide practices that promote and build literacy.

Strategy 2: Utilize student performance data during structured opportunities to select strategies to increase students' ability to navigate informational text.

Strategy 3: Specialists and teachers must regularly collaborate to examine and implement practices that engages students with informational text.

Target Population: Hispanic

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, State assessment data, formative assessment, and summative assessment data will be analyzed to identify current levels of proficiency of students to determine the calibrated baseline proficiency for the group.	CPT Agendas State assessment data Observation data Formative assessments Summative assessments

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By the end of Cycle 2, students will demonstrate a 2% performance increase on the ELA District Common Assessment.	CPT Agendas State assessment data Observation data Formative assessments Summative assessments
Apr 15:	By the end of Cycle 3, students will demonstrate a 2% performance increase on the ELA District Common Assessment.	CPT Agendas State assessment data Observation data Formative assessments Summative assessments
Jul 1	By June 30, 2024 there will be a 5% increase of students, in grades 3-5, demonstrating growth on the overall proficiency of comprehension of texts on the ELA District Common Assessment.	CPT Agendas State assessment data Observation data Formative assessments Summative assessments

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Staff collaborate during structured opportunities within and across grade levels to analyze student performance data to inform instruction.	9/12/23	11/15/23	
1	3	Perform analysis of the ELA assessments and multiple data points to determine the specific supports and interventions to be supplied.	9/12/23	11/15/23	
1	1	Analyze and triangulate multiple data points to determine baseline data.	7/4/23	9/22/23	
2	1	Implement the Extended School Day program to provide additional instruction that assists in building literacy skills appropriate to the grade level and beyond.	9/29/23	11/15/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Conduct and evaluate walkthroughs and observations to monitor instructional progress and provide differentiated feedback, and supports, based on the analysis of the data.	9/12/23	11/15/23	
2	3	Provide monitoring and training to assist with implementing instructional strategies.	9/12/23	11/15/23	
3	2	Staff collaborate during structured opportunities within and across grade levels to analyze student performance data to inform instruction.	11/16/23	2/15/24	
3	1	Continue with the Extended School Day program which provides additional instruction that assists in building literacy skills appropriate to the grade level and beyond.	11/16/23	2/15/24	
3	3	Perform analysis of the ELA assessments and multiple data points to determine the specific supports and interventions to be supplied.	11/16/23	2/15/24	
4	2	Conduct and evaluate walkthroughs and observations to monitor instructional progress and provide differentiated feedback, and supports, based on the analysis of the data.	11/16/23	2/15/24	
4	3	Provide monitoring and training to assist with implementing instructional strategies.	11/16/23	2/15/24	
4	1	Continue with the Extended School Day program which provides additional instruction that assists in building literacy skills appropriate to the grade level and beyond.	2/16/24	4/15/24	
5	2	Staff collaborate during structured opportunities within and across grade levels to analyze student performance data to inform instruction.	2/16/24	4/15/24	
5	1	Continue with the Extended School Day program which provides additional instruction that assists in building literacy skills appropriate to the grade level and beyond.	4/16/24	5/31/24	
5	3	Perform analysis of the ELA assessments and multiple data points to determine the specific supports and interventions to be supplied.	2/16/24	4/15/24	
6	2	Conduct and evaluate walkthroughs and observations to monitor instructional progress and provide differentiated feedback, and supports, based on the analysis of the data.	2/16/24	4/15/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
6	1	Assess the proficiency of student skills.	6/4/24	6/21/24	
6	3	Provide monitoring and training to assist with implementing instructional strategies.	2/16/24	4/15/24	
7	3	Perform analysis of the ELA assessments and multiple data points to determine the specific supports and interventions to be supplied.	4/16/24	6/21/24	
7	2	Staff collaborate during structured opportunities within and across grade levels to analyze student performance data to inform instruction.	4/16/24	6/21/24	
8	3	Provide monitoring and training to assist with implementing instructional strategies.	4/16/24	6/21/24	
8	2	Conduct and evaluate walkthroughs and observations to monitor instructional progress and provide differentiated feedback, and supports, based on the analysis of the data.	4/16/24	6/21/24	

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Basic Skills Teachers	INSTRUCTION - Personnel Services - Salaries / 100-100	\$150,000	Federal Title I (School Allocation)
4	ELA Specialist	INSTRUCTION - Personnel Services - Salaries / 100-100	\$70,000	Federal Title I (School Allocation)
2	Basic Skills Teachers' Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$80,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	ELA Specialist's Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$40,000	Federal Title I (School Allocation)

SMART Goal 2

By June 30, 2024, there will be a 5% increase of students, in grades 3-5, demonstrating growth on the overall proficiency of conceptual understanding of mathematical concepts on the Math District Common Assessment.

Priority Performance Based on the overall result of Math common assessments, less than 5% of students in grades 3-5 demonstrated an increase on the overall proficiency of conceptual understandings of mathematical concepts on the Math common assessment.

Strategy 1: Enable students to demonstrate critical thinking abilities and improve their math fluency by implementing school-wide initiatives.

Strategy 2: During structured opportunities, teachers use student performance data to guide instructional adjustments for student deficits, enrichments, and analyzing data to determine the appropriate next steps.

Strategy 3: Implement a math data tracking form will be utilized schoolwide.

Target Population: Hispanic

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, State assessment data, formative assessment, and summative assessment data will be analyzed to identify current levels of proficiency of students to determine the calibrated baseline proficiency for the group.	State assessment data Observation data Formative assessments Summative assessments
Feb 15	By the end of Cycle 2, 2% of students will demonstrate a performance increase on the Math District Common Assessment.	State assessment data Observation data Formative assessments Summative assessments

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By the end of Cycle 3, 2% of students will demonstrate a performance increase on the Math District Common Assessment.	State assessment data Observation data Formative assessments Summative assessments
Jul 1	By June 30, 2024, there will be a 5% increase of students, in grades 3-5, demonstrating growth on the overall proficiency of conceptual understanding of mathematical concepts on the Math District Common Assessment.	State assessment data Observation data Formative assessments Summative assessments

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Analyze and triangulate multiple data points to determine baseline data.	7/4/23	9/29/23	
1	2	Staff collaborate during structured opportunities within and across grade levels to analyze student performance data to inform instruction.	9/12/23	11/15/23	
1	3	Define schoolwide practices associated with the approved math data tracking form.	9/1/23	9/8/23	
2	2	Conduct and evaluate walkthroughs and observations to monitor instructional progress and provide differentiated feedback, and supports, based on the analysis of the data.	9/12/23	11/15/23	
2	3	Perform analysis of the math assessments and multiple data points to determine the specific supports and interventions to be supplied.	9/12/23	11/15/23	
2	1	Implement the Extended School Day program to provide additional instruction that assists in building mathematical skills appropriate to the grade level and beyond.	9/19/23	9/29/23	
3	3	Document implemented instructional approaches and next steps on the approved math data tracking form.	9/12/23	11/15/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Continue with the Extended School Day program which provides additional instruction that assists in building mathematical skills appropriate to the grade level and beyond.	10/3/23	11/15/23	
3	2	Staff collaborate during structured opportunities within and across grade levels to analyze student performance data to inform instruction.	11/16/23	2/15/24	
4	2	Conduct and evaluate walkthroughs and observations to monitor instructional progress and provide differentiated feedback, and supports, based on the analysis of the data.	11/16/23	2/15/24	
4	1	Continue with the Extended School Day program which provides additional instruction that assists in building mathematical skills appropriate to the grade level and beyond.	11/16/23	2/15/24	
4	3	Perform analysis of the math assessments and multiple data points to determine the specific supports and interventions to be supplied.	11/16/23	2/15/24	
5	1	Continue with the Extended School Day program which provides additional instruction that assists in building mathematical skills appropriate to the grade level and beyond.	2/16/24	4/15/24	
5	2	Staff collaborate during structured opportunities within and across grade levels to analyze student performance data to inform instruction.	2/15/24	4/15/24	
5	3	Document implemented instructional approaches and next steps on the approved math data tracking form.	11/15/23	2/15/24	
6	2	Conduct and evaluate walkthroughs and observations to monitor instructional progress and provide differentiated feedback, and supports, based on the analysis of the data.	2/15/24	4/15/24	
6	1	Continue with the Extended School Day program which provides additional instruction that assists in building mathematical skills appropriate to the grade level and beyond.	4/16/24	5/31/24	
6	3	Perform analysis of the math assessments and multiple data points to determine the specific supports and interventions to be supplied.	2/16/24	4/15/24	
7	3	Document implemented instructional approaches and next steps on the approved math data tracking form.	2/16/24	4/15/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
7	1	Assess the proficiency of student skills.	6/4/24	6/21/24	
7	2	Staff collaborate during structured opportunities within and across grade levels to analyze student performance data to inform instruction.	4/16/24	6/21/24	
8	3	Perform analysis of the math assessments and multiple data points to determine the specific supports and interventions to be supplied.	4/16/24	6/21/24	
8	2	Conduct and evaluate walkthroughs and observations to monitor instructional progress and provide differentiated feedback, and supports, based on the analysis of the data.	4/16/24	6/21/24	
9	3	Document implemented instructional approaches and next steps on the approved math data tracking form.	4/16/24	6/21/24	

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Math Specialist	INSTRUCTION - Personnel Services - Salaries / 100-100	\$43,000	Federal Title I (School Allocation)
2	BSI Teachers	INSTRUCTION - Personnel Services - Salaries / 100-100	\$43,000	Federal Title I (School Allocation)
1	Math Specialist's Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$30,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	BSI Teachers' Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$30,000	Federal Title I (School Allocation)

SMART Goal 3

By June 30, 2024, there will be a 5% increase of students, in grades 3-5, demonstrating growth on the overall proficiency of students exhibiting reasoning and logical explanations on the Science Common Assessment.

Priority Performance Based on the overall result of Science common assessment, only 57% of students in grades 3-5 demonstrated an increase on the overall proficiency of exhibiting reasoning and logical explanations on the Science common assessment.

Strategy 1: Implement school wide practices that engage students in demonstrating reasoning skills associated with the content.

Strategy 2: Use performance data to inform teachers' selection of instructional response strategies to develop students' mastery of understanding Next Generation Science Standards.

Strategy 3: Provide professional development and differentiated coaching to support teachers with implementing pedagogical strategies such as the use of the reasoning rubric.

Target Population: Hispanic

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, State assessment data, formative assessment, and summative assessment data will be analyzed to identify current levels of proficiency of students to determine the calibrated baseline proficiency for the group.	State assessment data Observation data Formative assessments Summative assessments

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By the end of Cycle 2, 2% of students will demonstrate a performance increase on the Science Common Assessment.	State assessment data Observation data Formative assessments Summative assessments
Apr 15:	By the end of Cycle 2, 2% of students will demonstrate a performance increase on the Science Common Assessment.	State assessment data Observation data Formative assessments Summative assessments
Jul 1	By June 30, 2024, there will be a 5% increase of students, in grades 3-5, demonstrating growth on the overall proficiency of students exhibiting reasoning and logical explanations on the Science Common Assessment.	State assessment data Observation data Formative assessments Summative assessments

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Staff collaborate during structured opportunities within and across grade levels to analyze student performance data to inform instruction.	9/1/23	11/15/23	
1	1	Analyze and triangulate multiple data points to determine baseline data.	7/4/23	9/15/23	
1	3	Perform analysis of the science assessments and multiple data points to determine the specific supports and interventions to be supplied.	9/1/23	11/15/23	
2	1	Provide teachers with training aligned with enhancing science content reasoning skills.	9/12/23	11/15/23	
2	3	Perform analysis of the science assessments and multiple data points to determine the specific supports and interventions to be supplied.	11/16/23	2/15/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	Staff collaborate during structured opportunities within and across grade levels to analyze student performance data to inform instruction.	11/16/23	2/15/24	
3	1	Conduct and evaluate walkthroughs and observations to monitor instructional progress and provide differentiated feedback, and supports, based on the analysis of the data.	9/12/23	11/15/23	
3	3	Perform analysis of the science assessments and multiple data points to determine the specific supports and interventions to be supplied.	2/16/24	4/15/24	
3	2	Staff collaborate during structured opportunities within and across grade levels to analyze student performance data to inform instruction.	2/16/24	4/15/24	
4	3	Perform analysis of the science assessments and multiple data points to determine the specific supports and interventions to be supplied.	4/16/24	6/21/24	
4	2	Staff collaborate during structured opportunities within and across grade levels to analyze student performance data to inform instruction.	4/16/24	6/21/24	
4	1	Provide teachers with training aligned with enhancing science content reasoning skills.	11/16/23	2/15/24	
5	1	Conduct and evaluate walkthroughs and observations to monitor instructional progress and provide differentiated feedback, and supports, based on the analysis of the data.	11/16/23	2/15/24	
6	1	Provide teachers with training aligned with enhancing science content reasoning skills.	2/16/24	4/15/24	
7	1	Conduct and evaluate walkthroughs and observations to monitor instructional progress and provide differentiated feedback, and supports, based on the analysis of the data.	2/16/24	4/15/24	
8	1	Provide teachers with training aligned with enhancing science content reasoning skills.	4/16/24	6/21/24	
9	1	Conduct and evaluate walkthroughs and observations to monitor instructional progress and provide differentiated feedback, and supports, based on the analysis of the data.	4/16/24	6/21/24	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Science Specialist	INSTRUCTION - Personnel Services - Salaries / 100-100	\$44,168	Federal Title I (School Allocation)
1	Science Specialist's Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$44,108	Federal Title I (School Allocation)

SMART Goal 4

By June 30, 2024 there will be a 10% increase of students in grades 2-5 who have enrolled in the School's Mentor/Mentee Program.

Priority Performance In grades 2-5, there are 433 students. Approximately 13 % of students in grades two through five participated in the schools' mentor / mentee program.

Strategy 1: Align Social and Emotional Learning (SEL) with school activities to promote relationship building, positive behaviors and interactions.

Strategy 2: Link student data to inform professional development sessions provided to the staff.

Strategy 3: Work with internal and/ or external systems to promote student leadership, relationship building, positive behaviors.

Target Population: Grades 2-5

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, staff recommendations, state assessment data, formative assessment, and summative assessment data will be analyzed to identify student trends, to determine students' tier status and to the calibrated baseline data to initiate the Mentee/ Mentor Program.	Recommendations Discipline data State assessment data Observation data Formative assessments Summative assessments

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By the end of Cycle 2, there will be a 3% increase of students in grades 2-5 who have been enrolled in the School's Mentor/ Mentee Program	Recommendations Disciple data State assessment data Observation data Formative assessments Summative assessments
Apr 15:	By the end of Cycle 3, there will be a 3% increase of students in grades 2-5 who have been enrolled in the School's Mentor/ Mentee Program	Recommendations Disciple data State assessment data Observation data Formative assessments Summative assessments
Jul 1	By June 30, 2024 there will be a 10% increase of students in grades 2-5 who have enrolled in the School's Mentor/Mentee Program.	Recommendations Disciple data State assessment data Observation data Formative assessments Summative assessments

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Analyze student disciple data to identify trends of a disciplinary nature.	9/12/23	11/15/23	
1	1	Analyze multiple data points on students in grades 2-5 to identify Tier 3 students	7/4/23	7/14/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Provide students with opportunities to build their capacities in the areas of leadership, relationship building, and in demonstrating positive behaviors.	9/12/23	11/15/23	
2	1	Recruit staff members to be a mentor	9/1/23	9/22/23	
2	3	Provide students with opportunities to build their capacities in the areas of leadership, relationship building, and in demonstrating positive behaviors.	11/16/23	2/15/24	
2	2	Utilize trend data to provide supports to staff and students.	9/12/23	11/15/23	
3	1	Host activities that promote positive behaviors and interactions between members of the school community	9/12/23	11/15/23	
3	2	Analyze student disciple data to identify trends of a disciplinary nature.	11/16/23	2/15/24	
3	3	Provide students with opportunities to build their capacities in the areas of leadership, relationship building, and in demonstrating positive behaviors.	2/16/24	4/15/24	
4	1	Host activities that promote positive behaviors and interactions between members of the school communit	11/16/23	2/15/24	
4	2	Utilize trend data to provide supports to staff and students.	11/16/23	2/15/24	
4	3	Provide students with opportunities to build their capacities in the areas of leadership, relationship building, and in demonstrating positive behaviors.	4/16/24	6/21/24	
5	2	Analyze student disciple data to identify trends of a disciplinary nature.	2/16/24	4/15/24	
5	1	Host activities that promote positive behaviors and interactions between members of the school community	2/16/24	4/15/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
6	2	Utilize trend data to provide supports to staff and students.	2/16/24	4/15/24	
6	1	Host activities that promote positive behaviors and interactions between members of the school community	4/16/24	6/21/24	
7	1	Reflect on the alignment of activities with promoting relationship building, positive behaviors and interactions between members of the school community.	6/4/24	6/21/24	
7	2	Analyze student disciple data to identify trends of a disciplinary nature.	4/16/24	6/21/24	
8	2	Utilize trend data to provide supports to staff and students.	4/16/24	6/21/24	

< SMART Goal 4 - Budget Items: NO DATA >

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	\$350,168	\$0	\$0	\$0	\$0	\$0	\$350,168
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$350,168	\$0	\$0	\$0	\$0	\$0	\$350,168
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	\$224,108	\$0	\$0	\$0	\$0	\$0	\$224,108
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	\$224,108	\$0	\$0	\$0	\$0	\$0	\$224,108
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			\$0	\$0	\$574,276	\$0	\$0	\$0	\$0	\$0	\$574,276

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	\$574,276	\$0	\$574,276
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$574,276	\$0	\$574,276

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		Assessment/Data Analysis
x		Effective Instruction
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: Kim Taylor

Title: Principal

Date: 06/29/2023

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: Richard jannarone
Title: Business Administrator
Date: 07/03/2023

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: Dr. Aubrey A. Johnson
Title: Superintendent of Schools
Date: 07/03/2023