

William L Antheil Elementary School

District: EWING TWP

County: MERCER

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 211430140

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
Dean of Students	Mark Milecki	Yes	Yes	Yes		
District Elementary Special Education	Maria Petsos	Yes	Yes	Yes		
Principal	Clifford Harrison	Yes	Yes	Yes		
School Counselor	Nicole Fadell	Yes	Yes	Yes		
EIS Math Teacher	Nina Hartigan	Yes	Yes	Yes		
EIS ELA Teachers	Veronica Collins	Yes	Yes	Yes		
Gifted and Talented Teachers	Kendall Pagano	Yes	Yes	Yes		
Special Education Teacher	Diana Faretty	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Teacher	Marc Petchel	Yes	Yes	Yes		
Teachers	Sarah Bell	Yes	Yes	Yes		
Parent	Kathy Knight	Yes	Yes	Yes		
Community Member	Amy Stemler	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/15/2023	Prior Year Evaluation	Yes	Yes
05/22/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/30/2023	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	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)
Using i-Ready and DRA assessments, targeted Tier II and Tier III intervention support will be provided for identified students, using Wilson Reading, Orton-Gillingham and Lindamood-Bell strategies, and leveled literacy and texts.	ELA	Students in grades 2, 3, 4, & 5	Yes	Yes	Yes	We doubled the number of students reading on grade level (52% of student body from 25%) and decreased our students who were 2+ grade levels below grade level by more than half (12% from 27%).

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)
By adopting the reading and writing workshop framework in all classes, students will self-select books that they can read with a high level of independence and accuracy to promote on-task, independent reading, with targeted independent and/or small group instruction and feedback related to phonics, phonemic awareness, vocabulary development, and reading comprehension.	ELA	Students in grades 2, 3, 4, & 5	Yes	Yes	Yes	We doubled the number of students reading on grade level (52% of student body from 25%) and decreased our students who were 2+ grade levels below grade level by more than half (12% from 27%).

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)
Adopting Responsive Classroom as a framework to improve self-regulation, academic performance will improve. this lends itself to the workshop model by promoting independent student choice (for example, self-selected independent reading books).	ELA	Students in grades 2, 3, 4, & 5	Yes	Yes	Yes	i-Ready Reading Growth Report which shows annual growth in all grade levels.
All students will receive instruction aligned to the Investigations and the Do the Math Programs through Tier I instruction. These programs promote hands-on exploration and discovery of math knowledge.	Math	Students in grades 2, 3, 4 & 5	Yes	Yes	Yes	We tripled the number of students who were on or above grade level (39% from 11%) and decreased the number of students who were 2+ grade levels below grade level (15% from 32%).

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)
Classroom and Early Intervention teachers will use i-Ready and other data to identify areas of strength and need and will provide Tier II interventions including hands-on math exploration, reading to support help comprehend math story problems, and collaborative learning opportunities.	Math	Students in grades 2, 3, 4 & 5	Yes	Yes	Yes	We doubled the number of students reading on grade level (52% of student body from 25%) and decreased our students who were 2+ grade levels below grade level by more than half (12% from 27%).

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)
Resources and instructional support will be provided to allow students to explore math concepts for a deeper understanding (for example, hands-on exploration) of each Math Domain. Lessons and activities will align with Marzano's instructional practices including Similarities and Differences, Homework and Practice, Nonlinguistic Representations, Cooperative Learning, and Activating Prior Knowledge.	Math	Students in grades 2, 3, 4 & 5	Yes	Yes	Yes	i-Ready Math Growth Report which shows annual growth in all grade levels.

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)
Adopting a Responsive Classroom model and infusing Morning Meeting each day will provide the opportunity to develop common expectations and a shared vocabulary across grades and classes.	PBIS	All students, Pre-K through 5th grade	Yes	Yes	No	Incidents that required ISS or OSS increased for the 2022-2023 school year.
Morning announcements and Morning Meeting lessons will be adopted to promote social-emotional support and messages that promote equity and diversity.	PBIS	All students, Pre-K through 5th grade	Yes	Yes	No	Total incident counts dropped from 267 in 2021-2022 to 218 in 2022-2023.

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)
After school clubs and events will be provided for students and families, some of which will build academic skills, some to provide information and resources to parents, and some to help students connect to an adult(s) within the school community beyond the school day.	PBIS	All students, Pre-K through 5th grade	Yes	Yes	Yes	Over 300 students took part in our school-wide and after school club activities during the 2022-2023 school year.
Attendance and chronic absenteeism will be monitored and interventions adopted as needed. The building principal, Absenteeism Coordinator, and I&RS Team will adopt a tiered intervention approach as promoted by the NJDOE and similar to EWIMS.	PBIS	All students grades K through 5th	Yes	Yes	Yes	There is a drop in our chronic absenteeism over the last 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)
Lessons will be developed and resources provided to assist students with organization and time management for academic success. This will be aligned with Responsive Classroom academic expectations and to best practices in Executive Function support.	PBIS	All students grades K through 5th	Yes	Yes	No	We do show growth in both i-Ready Reading and Math Reports.
Programs such as the Zones of Regulation and Mindfulness will be used to help students learn to self-regulate when they become frustrated. Strategies in support of all students will be adopted and taught to both students and families.	PBIS	All students grades K through 5th	Yes	Yes	Yes	Total incident counts dropped from 267 in 2021-2022 to 218 in 2022-2023.

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.		This is the first NJSLA data we have had since 2019.	N/A
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/		This is the first NJSLA data we have had since 2019.	N/A
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					Unable to edit the percentage of students who participated in the i-Ready reading and math diagnostics.	N/A
		Grade	Cycle 1	Cyclle 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	Unable to edit the percentage of students who participated in the i-Ready reading diagnostic.	N/A
		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	Unable to edit the percentage of students who participated in the i-Ready math diagnostic.	N/A
		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
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	48.9%	This number is up from last year (30.3%), which is encouraging.	N/A

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	713 students as of 6/30/2023 White - 348 Black -337 Hispanic - 217 American Indian / Native Alaskan - 11 Asian - 53 Hawaiian / Pacific Islander - 10 Mixed Race - 45 Male - 374 Female - 339	The number was as high as 722 at one point in 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	0.00%	Students were present a total of 118,298 out of 136,862 for a daily attendance rate of 93.249%	N/A
		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	0.00%	136 out of 713 students meet the definition of chronic absenteeism equaling 19% of our student population.	N/A
		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%	Sep. - 94 absences Oct. - 197 Nov. - 183 Dec. - 194 Jan. - 223 Feb. - 176 Mar. - 223 April - 228 May - 268 June - 167	N/A

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%	The 2022-2023 school year had 74 incidents that resulted in ISS or OSS out of a total 218 incident infractions.	N/A
		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	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)			
Post-Secondary Rates	% of students that enroll in post-secondary institution.			
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT			

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1			
		% 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	<ul style="list-style-type: none"> *Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs 		<p>A. Ewing Public Schools utilize a variation of the Danielson Framework for Teaching as its evaluation framework.</p> <p>B. Antheil Elementary School has 67 teachers who are evaluated yearly. In addition, there are 17 other members who are evaluated yearly that fall into the category of counseling/CST/Nursing/Speech/OT/PT providers for a grand total of 84 certificated staff members.</p> <p>C. No teachers were on a CAP from the 2022-2023 school year.</p> <p>D. There are 8 teachers who met the requirement for being evaluated on mSGP.</p> <p>E. Walkthroughs occur throughout the whole schoolyear, but are not tracked in our evaluation system so there is not an accurate count.</p>	N/A

< Other Indicators - NO DATA >

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?

The planning team will present its findings at faculty meetings and make all information known at family engagement events such as Back-to-School Night, Family Literary Festival Night and Family Bingo Night.

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

The family engagement programs are designed to bring families into the building for programs to learn about how the Title 1 funding works and to address the ELA and Math needs of the students in our community. We focus on reading during our Family Literacy Night and focus on Math at our Family Bingo Night. Students receive free books at each of these events.

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	Units are developed with lessons aligned to Standards. Data is collected within grade level teams.	Guiding questions to focus on conversations on teaching and learning and career readiness practices need to be more closely reviewed and addressed.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A			
Assessment	1	A	4-Sustaining	Our work on formative and summative assessments over the last few years has proven to be successful in both ELA and Math.	We are improving on our pre-assessment data collection and analyzation.
	2	A	3-Developing		
	3	A	4-Sustaining		
Professional Learning Community (PLC)	1	A	4-Sustaining	Professional Learning Communities and grade level collaboration does occur during common planning time which is supported by the master schedule.	Cross grade level PLCs are in the process of being created.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	This has been a focus of the school, especially since returning to full-time in-person instruction after the pandemic. Culture and climate are an important aspect of the school community.	Our district is in the beginning stages of a Strategic Planning process to work on improving the mission, vision and goals for the district. As a result, our school's mission, vision and goals will be impacted.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	4-Sustaining		
	7	A	4-Sustaining		
	8	A	3-Developing		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	4-Sustaining		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Our district's shift to using the Danielson Framework for Teaching has allowed for continued conversation with common expectations and a shared vocabulary.	N/A

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	In the spring of 2023, the percentage of 2nd grades students reading two or more grades levels below was 9%. The percentage of 3rd graders reading two or more grade levels below was 14%. The percentage of 4th graders was 17% and 5th graders was 34%.	As text complexities and expectations with regards to levels of independence increase, students struggle to meet curricular and grade level ELA Standards expectations. Data analysis indicate some students struggle with foundational reading skills, making reading comprehension of complex texts more challenging.	Students in grades 2, 3, 4 & 5	1	Using i-Ready diagnostics, personal pathways and personalized instruction.
				2	Using i-Ready and DRA assessments, targeted Tier II and Tier III intervention support will be provided for identified students, using Wilson Reading, Orton-Gillingham and Lindamood-Bell strategies, and leveled literacy and texts.
				3	By adopting the reading and writing workshop framework in all classes, students will self-select books that they can read with a high level of independence and accuracy to promote on-task, independent reading, with targeted independent and/or small group instruction and feedback related to phonics, phonemic awareness, vocabulary development, and reading comprehension.

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?)	
Social and Emotional Learning	Throughout the 2022-2023 school year, 74 incidents were reported to the Dean of Students or Principal that resulted in an in-school or out-of-school suspension.	The struggle that many students face (social media, social interactions, self-esteem, school and social anxiety, etc.) impact behaviors and academics in the school setting, so teachers will need to be provided SEL training that allows for embedded student support. Additionally, after school activities and clubs will be offered to bridge academic gaps and to provide supervision and connection with elementary school students.	All students, Pre-K through 5th grade	1	Adopting a Responsive Classroom model and infusing Morning Meeting each day will provide the opportunity to develop common expectations and a shared vocabulary across grades and classes.
				2	Morning announcements and Morning Meeting lessons will be adopted to promote social-emotional support and messages that promote equity and diversity.
				3	After school clubs and events will be provided for students and families, some of which will build academic skills, some to provide information and resources to parents, and some to help students connect to an adult(s) within the school community beyond the school day.

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	In spring of 2023, the percentage of 2nd grade students performing at least two grade levels below mathematic expectations was 14%. The percentage of 3rd graders was 21%, fourth graders was 26% and fifth graders was 27%.	Students need to learn how to read the math problem for total understanding rather than for key word identification. Students need to fully understand the information presented, comprehend the question being asked, possess the mathematical knowledge to fully analyze the information presented, and thoughtfully problem-solve.	Students in grades 2, 3, 4 & 5	1	Using i-Ready diagnostics, personal pathways and personalized instruction. In addition, all students will receive instruction aligned to the Reveal Math program through Tier I instruction. These programs promote hands-on exploration and discovery of math knowledge.
				2	Classroom and Early Intervention teachers will use i-Ready and other data to identify areas of strength and need and will provide Tier II interventions including hands-on math exploration, reading to support help comprehend math story problems, and collaborative learning opportunities.

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?)	
				3	Resources and instructional support will be provided to allow students to explore math concepts for a deeper understanding (for example, hands-on exploration) of each Math Domain. Lessons and activities will align with Marzano's instructional practices including Similarities and Differences, Homework and Practice, Nonlinguistic Representations, Cooperative Learning, and Activating Prior Knowledge.
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

When comparing spring 2024 to spring 2023 date the percentage of students in grades 2-5 reading two or more grades below grade level will decrease from 18%(N=77 students) to less than 17% (N=<71 students).

Priority Performance In the spring of 2023, the percentage of 2nd grades students reading two or more grades levels below was 9%. The percentage of 3rd graders reading two or more grade levels below was 14%. The percentage of 4th graders was 17% and 5th graders was 34%.

Strategy 1: Using i-Ready diagnostics, personal pathways and personalized instruction.

Strategy 2: Using i-Ready and DRA assessments, targeted Tier II and Tier III intervention support will be provided for identified students, using Wilson Reading, Orton-Gillingham and Lindamood-Bell strategies, and leveled literacy and texts.

Strategy 3: By adopting the reading and writing workshop framework in all classes, students will self-select books that they can read with a high level of independence and accuracy to promote on-task, independent reading, with targeted independent and/or small group instruction and feedback related to phonics, phonemic awareness, vocabulary development, and reading comprehension.

Target Population: Students in grades 2, 3, 4 & 5

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At the end of the 1st quarter, benchmark reading data will be submitted for every 2nd-5th grade student. The data will be analyzed and time will be spent in faculty meetings, grade level meetings, and/or PLCs discussing the students performing below level and identifying interventions or next steps for each student. Students will be identified for Early Interventions support with the school's EIS Reading teacher and targeted instruction will be provided using Wilson Reading, Orton-Gillingham strategies, or leveled literacy instruction.	MP1 reading data ELA Grade level and faculty meeting meeting agendas and sign-in sheets EIS-ELA rosters and anecdotal notes
Feb 15	At the end of quarter 2, benchmark reading data will again be submitted and analyzed. Time will be spend discussing students at the Urgent Intervention or Intervention levels with the school EIS-ELA teachers and classroom teachers to determine next steps. Strategies for differentiating instruction within the reading and writing workshops to meet student needs will be discussed within meetings, PLC groups, and administrator conferences. EIS-ELA groups will be modified as needed, students will be referred to I&RS as needed, and leveled at-home reading book bags will be provided. After school clubs will be offered.	MP2 reading data ELA Grade level and faculty meeting meeting agendas and sign-in scheets EIS-ELA rosters, lesson plans and anecdotal notes I&RS Action Plans Sign-in sheet for after school clubs
Apr 15:	At the end of MP3, analyze benchmark reading data submitted in drive and available through i-Ready reading. Confer with EIS-ELA teachers and classroom teachers, and provide direction and support for reading and writing workshop differentiated centers/stations/conferences. Utilize I&RS process as needed, and continue to provide at-home leveled book bags. continue to invite students to after school support programs. Hold Literary Festival for students and families.	MP3 reading data ELA Grade level and faculty meeting meeting agendas and sign-in scheets EIS-ELA rosters, lesson plans and anecdotal notes I&RS Action Plans Sign-in sheet for after school clubs Literary Festival sign-in sheets
Jul 1	When comparing spring 2024 to spring 2023 date the percentage of students in grades 2-5 reading two or more grades below grade level will decrease from 18%(N=77 students) to less than 17% (N=<71 students).	Analyze MP1-MP4 ELA data EIS-ELA placement for 2023-2024 entrance and exit data Analyze data to determine trends and respond accordingly

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Generate EIS-ELA rosters using district data; provide push-in and pull-out support as needed	9/20/23	6/21/24	
1	3	Review curriculum and pacing documents as well as the reading workshop instructional framework	8/14/23	10/31/23	
1	1	Establish a quarterly assessment calendar	9/1/23	10/3/23	
2	3	Administer i-Ready reading and DRA (as needed) to determine student reading level	9/1/23	9/29/23	
2	1	Share data collection calendar, benchmark cut scores and levels, and establish expectations with regards to data collection and submission	9/1/23	10/31/23	
2	2	Provide differentiated lessons and/or materials to pre-teach, re-teach, review or support students based upon data	10/3/23	6/21/24	
3	2	Extended day clubs will be offered to students as a Tier II and Tier III interventions to specifically support the growth of foundational reading concepts	10/16/23	6/21/24	
3	1	Administer i-Ready reading (all students) and DRA (as needed) to identify students in need of EIS support and those in need of extinction from program	9/20/23	10/31/23	
3	3	Teach lessons on self-selecting 'just the right books'	9/18/23	10/31/23	
4	1	Provide Tier I instruction and support to the students and teaching staff	9/1/23	6/21/24	
4	3	Hold independent student conferences to ensure alignment with reading accuracy, comprehension and student text selection to ensure high levels of reading accuracy and comprehension from self-selected novels	10/2/23	6/21/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	3	EIS-ELA teachers and classroom teachers will collaborate to form guided reading and strategy groups within the reading workshop to target differentiated lessons	10/2/23	6/21/24	

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	After School Reading Clubs	INSTRUCTION - Personnel Services - Salaries / 100-100	\$3,500	Federal Title I (School Allocation)
2	Wilson Phonics resources for literacy kits	INSTRUCTION - Supplies & Materials / 100-600	\$1,500	Federal Title I (School Allocation)
3	Snacks for after school clubs	INSTRUCTION - Supplies & Materials / 100-600	\$200	Federal Title I (School Allocation)
3	Leveled books for at-home independent reading	INSTRUCTION - Supplies & Materials / 100-600	\$2,000	Federal Title I (School Allocation)
5	Resources to help teachers build academic success	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	Federal Title I (School Allocation)
4	ELA Instructional Coach	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$40,625	Federal Title I (School Allocation)

SMART Goal 2

100% of staff will receive professional development related to restorative practices, equity and trends in discipline, as well as professional learning related to the social-emotional development of building relationships with children. Events will be held to support the connection between SEL and academic success (literacy, math and SEL).

Priority Performance Throughout the 2022-2023 school year, 74 incidents were reported to the Dean of Students or Principal that resulted in an in-school or out-of-school suspension.

Strategy 1: Adopting a Responsive Classroom model and infusing Morning Meeting each day will provide the opportunity to develop common expectations and a shared vocabulary across grades and classes.

Strategy 2: Morning announcements and Morning Meeting lessons will be adopted to promote social-emotional support and messages that promote equity and diversity.

Strategy 3: After school clubs and events will be provided for students and families, some of which will build academic skills, some to provide information and resources to parents, and some to help students connect to an adult(s) within the school community beyond the school day.

Target Population: All students, Pre-K through 5th grade

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Training will be provided to teachers related to SEL, restorative practices, equity and discipline. Time will be provided for teachers to infuse SEL strategies into their classroom routines (Morning Meeting, etc.) and lessons on character education will be created to ensure a schoolwide expectation and vocabulary. Morning announcements will reflect this focus on SEL.	Faculty meeting agendas and sign-in sheets PD day sign-in sheets and evaluations forms in Frontline Walkthrough and observation data

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	I&RS will be used as a Tier II intervention with students struggling with SEL or whose behaviors are interrupting their instruction. After school clubs, some academic and some SEL, will be created to to promote learning beyond the school day an to build a connection between students and teachers.	I&RS agendas, action plans and notes After school club attendance / sign-in sheets
Apr 15:	Family events will be planned and held: Title 1 Literary Festival (March 2024) and Title 1 Family Math Bingo Night (April 2024) to build a home-school connection and to educate parents on the best practices infused into their child's day regarding social-emotional and academic success.MP3 reading data	Family event sign-in sheets
Jul 1	100% of staff will receive professional development related to restorative practices, equity and trends in discipline, as well as professional learning related to the social-emotional development of building relationships with children. Events will be held to support the connection between SEL and academic success (literacy, math and SEL).	Faculty meeting agendas and sing-in sheets Discipline data I&RS schedule and plans

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Title 1 - PBIS 2nd/3rd Grade Walking and Running Club	11/13/23	6/21/24	
1	2	SEL infused morning announcements will be made each day	9/1/23	6/21/24	
1	1	Include schoolwide Morning Meeting into the master schedule	7/3/23	8/31/23	
2	3	Title 1 - PBIS 4th/5th Grade Walking and Running Club	11/13/23	6/21/24	
2	1	Morning Meeting lessons, created by the SEL Coordinators and taught school-wide	9/1/23	6/21/24	
3	1	Morning Message to promote common expectations and a shared vocabulary in the school community	9/1/23	6/21/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	3	Title 1 - PBIS Tennis and Team Building Club	9/25/23	6/21/24	
4	3	Title 1 - Family Literary Festival	3/1/24	3/29/24	
5	3	Title 1 - Family Bingo Night	4/1/24	5/31/24	

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	SEL Coordinator	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,700	Federal Title I (School Allocation)
1	2nd/3rd Grade Walking and Running Club	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,200	Federal Title I (School Allocation)
2	4th/5th Grade Walking and Running Club	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,200	Federal Title I (School Allocation)
3	Tennis and Team Building Club	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,600	Federal Title I (School Allocation)
4	Family Literary Festival	INSTRUCTION - Personnel Services - Salaries / 100-100	\$6,500	Federal Title I (School Allocation)
5	Family Bingo Night	INSTRUCTION - Personnel Services - Salaries / 100-100	\$4,700	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	SEL / Character Education Curriculum	INSTRUCTION - Other Purchased Services / 100-500	\$3,000	Federal Title I (School Allocation)
1	SEL themes and messages (for example, Project Wisdom, etc.)	INSTRUCTION - Other Purchased Services / 100-500	\$500	Federal Title I (School Allocation)
3	Tennis and Team Building Club Materials (ball, rackets, etc.)	INSTRUCTION - Supplies & Materials / 100-600	\$500	Federal Title I (School Allocation)
4	Family Literary Festival Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$6,000	Federal Title I (School Allocation)
5	Family Bingo Night	INSTRUCTION - Supplies & Materials / 100-600	\$3,000	Federal Title I (School Allocation)
1	Snacks	INSTRUCTION - Supplies & Materials / 100-600	\$100	Federal Title I (School Allocation)
2	Snacks	INSTRUCTION - Supplies & Materials / 100-600	\$100	Federal Title I (School Allocation)
3	Snacks	INSTRUCTION - Supplies & Materials / 100-600	\$200	Federal Title I (School Allocation)
4	Snacks	INSTRUCTION - Supplies & Materials / 100-600	\$300	Federal Title I (School Allocation)
5	Snacks	INSTRUCTION - Supplies & Materials / 100-600	\$300	Federal Title I (School Allocation)
2	Student Agendas with SEL tie-ins	INSTRUCTION - Supplies & Materials / 100-600	\$2,000	Federal Title I (School Allocation)

SMART Goal 3

When comparing i-Ready Math scores from spring 2022 to spring 2023 data, the percentage of students in grades 2-5 working on math concepts two or more grades below grade level will decrease from 22% (N=91 students) to less than 21% (N=86 students).

Priority Performance In spring of 2023, the percentage of 2nd grade students performing at least two grade levels below mathematic expectations was 14%. The percentage of 3rd graders was 21%, fourth graders was 26% and fifth graders was 27%.

Strategy 1: Using i-Ready diagnostics, personal pathways and personalized instruction. In addition, all students will receive instruction aligned to the Reveal Math program through Tier I instruction. These programs promote hands-on exploration and discovery of math knowledge.

Strategy 2: Classroom and Early Intervention teachers will use i-Ready and other data to identify areas of strength and need and will provide Tier II interventions including hands-on math exploration, reading to support help comprehend math story problems, and collaborative learning opportunities.

Strategy 3: Resources and instructional support will be provided to allow students to explore math concepts for a deeper understanding (for example, hands-on exploration) of each Math Domain. Lessons and activities will align with Marzano's instructional practices including Similarities and Differences, Homework and Practice, Nonlinguistic Representations, Cooperative Learning, and Activating Prior Knowledge.

Target Population: Students in grades 2, 3, 4 & 5

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Training and review will be conducted for all 2nd-5th grade teachers using i-Ready math data to identify areas in need of support and how to use the i-Ready teacher toolbox and other materials (Investigations, Do the Math, hands-on manipulatives, Tang Math, etc.) to plan for and differentiate instructions. Students will be identified for EIS-math support and I&RS referral as needed.	Math grade level and faculty meeting agendas and sign-in sheets PD sign-in sheets and evaluation forms in Frontline Lesson plan review and observation documentation
Feb 15	Teachers will apply professional learning to plan lessons aligned with district curriculum and grade level expectations and will differentiate instructions as discussed during professional development. EIS Math rosters will be modified as needed, and push-in and pull-out support will be provided. At-home math kits will be created to allow for practice at home.	Lesson plan review Walkthrough documentation Observations At-home math kit distribution
Apr 15:	Teachers will continue to adopt best practices in math instruction including those promoted by Marzano's Instruction that Works (compare/contrast, collaboration, etc.). Math homework clubs will begin meeting and the Family Bingo Night will be held.	Lesson plan review Walkthrough documentation Observations After school clubs sign-in sheet Bingo Night sign-in sheets
Jul 1	When comparing i-Ready Math scores from spring 2022 to spring 2023 data, the percentage of students in grades 2-5 working on math concepts two or more grades below grade level will decrease from 22% (N=91 students) to less than 21% (N=86 students).	EOY data will be analyzed to determine if the focus on multi-step problem solving has improved independent student performance in math

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	i-Ready and classroom assessment data will be analyzed and students in need of EIS-Math support will be reviewed quarterly	9/29/23	6/21/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	At-home math kits will e created to allow students to practice their math lessons, games, and learning at home	9/29/23	6/21/24	
1	1	Teachers will receive materials and a pacing document for quarterly math instruction	9/1/23	10/31/23	
2	2	Differentiated resources will be provided to help struggling math students understand concepts related to math lessons; to be used in Tier I and II classrooms	10/2/23	6/21/24	
2	1	Materials to ensure hand-on exploration related to the district curriculum and instruction will be provided	9/1/23	6/21/24	
3	1	Provide Tier I instruction and support to the students and teaching staff	9/1/23	6/21/24	
3	2	Extended day clubs will be offered to students as a Tier II and Tier III interventions to specifically support the growth of foundational math concepts	10/16/23	6/21/24	

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	After School Math Clubs	INSTRUCTION - Personnel Services - Salaries / 100-100	\$3,500	Federal Title I (School Allocation)
2	Math Manipulatives	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	Federal Title I (School Allocation)
2	Math resources for differentiation	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Snacks for after school clubs	INSTRUCTION - Supplies & Materials / 100-600	\$200	Federal Title I (School Allocation)
1	Math manipulatives for at-home math kits	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	Federal Title I (School Allocation)
3	Math Instructional Coach	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$40,625	Federal Title I (School Allocation)

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15:		
Jul 1		

< SMART Goal 4 - Action Steps: NO DATA >

< 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	\$27,900	\$0	\$0	\$0	\$0	\$0	\$27,900
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$3,500	\$0	\$0	\$0	\$0	\$0	\$3,500
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$20,400	\$0	\$0	\$0	\$0	\$0	\$20,400
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$51,800	\$0	\$0	\$0	\$0	\$0	\$51,800
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$81,250	\$0	\$0	\$0	\$0	\$0	\$81,250
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$81,250	\$0	\$0	\$0	\$0	\$0	\$81,250
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$0	\$0	\$133,050	\$0	\$0	\$0	\$0	\$0	\$133,050

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	\$133,050	\$0	\$133,050
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$133,050	\$0	\$133,050

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools)	
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.	
x		Effective Instruction
x		Social and Emotional Learning
x		Effective Instruction
		No option for the fourth SMART Goal was selected on the Root Cause page.
	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: Clifford Harrison

Title: Principal

Date: 07/10/2023

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: Harry Louth
 Title: Director of Grants
 Date: 09/05/2023

ASP District CSA Certification and Approval Page

	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
	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: Harry Louth
Title: Director of Special Services /Operations/Grant
Date: