STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

Triton Regional High School

District: BLACK HORSE PIKE REGIONAL

County: CAMDEN

Team: NA

School Identification: Targeted Support

Targeted Subgroup Asian, Native Hawaiian, or Pacific Islander

CDS: 070390050

Annual School Planning 2022-2023

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Administrator	Matthew Szuchy	Yes	Yes	Yes		
Administrator	Melissa Sheppard	Yes	Yes	Yes		
Support Staff	Kim Vicario	Yes	Yes	Yes		
Supervisor Math	Lynne Sireci	Yes	Yes	Yes		
Supervisor English	Marcie Geyer	Yes	Yes	Yes		
Parent/marketing	Francisco Olaya	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/09/2021	Prior Year Evaluation,Smart Goal Development	Yes	Yes
05/11/2022	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,Smart Goal Development	Yes	Yes
05/18/2022	Prior Year Evaluation,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)
Math Power Hour	Mathematics	Any student who needs help in math for any reason.				Students made measurable progress
Lit Lab	Literacy development	Students who struggle with English				Students made measurable progress
Lit Cafe	Literacy Development	Students who need help with papers, vocab or any				Students made measurable progress
Summer Reading Enhancement	English Language Arts	Students enrolled in Reading Enhancement to help				Students made measurable progress

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)
ELL Aides and Teachers	English Language Learners	ELL Students				Students made measurable progress
ELL Adult Program	English Language Learners	Parents of ELL Students				Students made measurable progress
Science Power Hour	Science	Any student who needs help in Science for any reason.				Students made measurable progress
Math Tutors	Mathematics	Student testimonials and test grades on benchmarks.				Students made measurable progress

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.		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
Science*	NJSLA Science Homepage, https:/measinc-nj-science.com/		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
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	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
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
		Students without Disabilities				

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
		Student Group	ELA	Math		
		English Learners				
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					N/A	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%	100%	0%		
		10	0%	0%	100%	0%		
		11	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data	Observations / Trends
		Grade	Cycle 1	Cyclle 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%	100%	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%	100%	0%		
		11	0%	0%	100%	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	N/A	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%	86.4%	0%		
		10	0%	0%	89.2%	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	N/A	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%	82.5%	0%		
		10	0%	0%	87.6%	0%		
		11	0%	0%	92.3%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	20.5%	N/A	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	1111	N/A	N/A
		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%	N/A	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%	N/A	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%	N/A	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%	N/A	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		N/A	N/A

COLLEGE & CAREER READINESS					
Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate		
		Schoolwide	91.4%	92%		
		White	92.7%	91.3%		
		Hispanic	80.6%	97.5%		
		Black or African American	88.5%	91.2%		
		Asian, Native Hawaiian, or Pacific Islander	*	*		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Economically Disadvantaged Students	78.9%	89.3%		
		Students with Disabilities	80%	86.9%		
		English Learners	*	*		
		Homeless Students				
		Students in Foster Care				

Data Source	Factors to Consider	Prepopulated Data								Your Data (Provide any additional data	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.	Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Statewide	61.7	55.3	44.7	83.2	16.8	78.8	21.2		
		White	66.5	57.7	42.3	84.6	15.4	78	22		
		Hispanic	34.1	66.7	33.3	80	20	80	20		
		Black or African American	*	*	*	*	*	*	*		
		Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*		
		American Indian or Alaska Native									

Data Source	Factors to Consider	Prepopulated Data								Your Data (Provide any additional data	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Two or More Races	*	*	*	*	*	*	*		
		Economically Disadvantaged Students	50.5	49	51	73.5	26.5	77.6	22.4		
		Students with Disabilities	28.1	68.8	31.3	75	25	81.3	18.8		
		English Learners	50	83.3	16.7	100	0	100	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data	Observations / Trends
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	Test	% of Students in School		
		Participating in PSAT	0		
		Participating in SAT	43.1		
		Participating in ACT	1.2		
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	278		
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	null		
		Observation Waiver?	null		
		# Teachers to Evaluate	null		
		# Non-tenure teachers (years 1 & 2)	null		
		# Non-tenure teachers (years 3 & 4)	null		
		# Teachers on CAP	null		
		# Teachers receiving mSGP	null		
		Observations	Total		
		# Scheduled	206		
		# Completed	206		
		# Highly Effective	0		
		# Effective	0		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data	Observations / Trends
		Observations	Total		
		# Partially Effective	0		
		# Ineffective	0		

< Other Indicators - NO DATA >

<CNA: NO DATA >

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)		Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
Effective Instruction	NJQSAC review gave us a 4/0 out of 15 for the district. We hope to increase this score for our first time test takers.	NJQSAC. This is an area of focus. all of our students did not participate in the state assessments during the 2020-2021 school year due to the health related school closure and the governor's orders that testing not occur this year.	Math Students	1	Tutoring (Day time/Evening/ Homebound Instruction)
				2	Math Empower Hour
				3	Tiered Support (Summer Bridge Program)
Effective Instruction	NJQSAC review gave us a 5.5 out of 15 for the district. We hope to increase this score for our first time test takers.	Students come to us from a K-8 where we have no control but articulation (which is completed as regularly as possible). All of our students did not participate in the state assessments during the 2021-2022 school year due to health related school closure and the governor's orders that testing not occur this year.	English Students	1	Lit Cafe (Days/evenings)
				2	Lit Lab / Reading Specialist/ NJSLA tutors
				3	Summer Reading Enhancement / Summer Bridge Program
Effective Instruction	Science Testing and Science success in Physics First	Students are not used to taking Algebra-based Science class freshman year. Curriculum is being reviewed to determine additional supports for the college prep and accelerated levels of the course	Science Students	1	Science tutoring during the day and after school
				2	Curriculum Review and supports from Math Tutors
				3	Homebound Instruction
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

During the 2022-2023 school year the district will make measurable progress towards increasing the NJSLA-M and NJGPA test scores. This will be based on the 2021-2022 scores

Priority Performance   NJQSAC review gave us a 4/0 out of 15 for the district. We hope to increase this score for our first time test takers.

Strategy 1:   Tutoring (Day time/Evening/ Homebound Instruction)

Strategy 2:   Math Empower Hour

Strategy 3:   Tiered Support (Summer Bridge Program)

Target Population: Math Students

Interim Goals
SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will perform better on their benchmarks than the previous year	Benchmark assessments, MP1 Grades
Feb 15	Students will perform better on their benchmarks than the previous marking period	Benchmark assessments, MP2 Grades
Apr 15:	Students will perform better on their benchmarks than the previous marking period	Benchmark assessments, MP3 Grades

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	During the 2022-2023 school year the district will make measurable progress towards increasing the NJSLA-M and NJGPA test scores. This will be based on the 2021-2022 scores	Benchmark assessments, MP4 Grades

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Summer Bridge Program	9/1/22	9/30/22	
1	1	Day time and evening tutoring	9/15/22	5/31/23	
1	2	Math Empowered Hour	9/15/22	5/31/23	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Math Empower tutors	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$5,000	Federal Title I (Reallocated Funds)
1	Math Tutors	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$25,000	Federal Title I (School Allocation)
1	Summer Bridge Program	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$5,000	Federal Title I (School Allocation)

SMART Goal 2

During the 2022-23 school year, the district will make measurable progress toward increasing our English first time test takers on NJSLA-ELA as compared to the previous years.

Priority Performance   NJQSAC review gave us a 5.5 out of 15 for the district. We hope to increase this score for our first time test takers.

Strategy 1:   Lit Cafe (Days/evenings)

Strategy 2:   Lit Lab / Reading Specialist/ NJSLA tutors

Strategy 3:   Summer Reading Enhancement / Summer Bridge Program

Target Population: English Students

Interim Goals
SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will perform better on their benchmark assessments than the previous year.	Benchmark Assessments
Feb 15	Students will perform better on their benchmark assessments than the previous marking period.	Benchmark Assessments
Apr 15:	Students will perform better on their benchmark assessments than the previous marking period.	Benchmark Assessments
Jul 1	During the 2022-23 school year, the district will make measurable progress toward increasing our English first time test takers on NJSLA-ELA as compared to the previous years.	Benchmark Assessments

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Summer Bridge Program	9/1/22	9/30/22	
1	1	Day Time and Evening tutors	9/15/22	5/31/23	
1	2	Lit Lab/ Reading Specialist	9/15/22	5/31/23	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Lit Lab Tutors	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$25,000	Federal Title I (School Allocation)
1	Lit Lab tutors	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$10,000	Federal Title I (School Allocation)
1	Summer Bridge Teachers	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$5,000	Federal Title I (School Allocation)

SMART Goal 3

During the 2022-23 school year, students will make marked improvements to end of year grades in Science classes (specifically Physics) based on end of year grades for students compared to previous year.

Priority Performance   Science Testing and Science success in Physics First

Strategy 1:   Science tutoring during the day and after school

Strategy 2:   Curriculum Review and supports from Math Tutors

Strategy 3:   Homebound Instruction

Target Population: Science Students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will perform better Marking Period 1 than they did to a similar cohort the previous year.	Marking Period Grades
Feb 15	Students will perform better Marking Period 2 than they did to a similar cohort the previous year.	Marking Period Grades
Apr 15:	Students will perform better Marking Period 3 than they did to a similar cohort the previous year.	Marking Period Grades
Jul 1	During the 2022-23 school year, students will make marked improvements to end of year grades in Science classes (specifically Physics) based on end of year grades for students compared to previous year.	Science Final Grades

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Daytime and after school tutors	9/15/22	5/31/23	
1	2	Curriculum Review	9/15/22	5/31/23	
1	3	Homebound instruction	9/15/22	5/31/23	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Science Tutors	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$10,000	Federal Title I (School Allocation)
1	Teachers to review curriculum	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$1,000	Federal Title I (School Allocation)
1	Homebound tutors	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$5,000	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 Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Purchased Services	100-500	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Supplies & Materials	100-600	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Other Objects	100-800	$0	$0	$0	$0	$0	$0	$0	$0	$0
INSTRUCTION	Sub-total		$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$86,000	$5,000	$0	$0	$0	$0	$91,000
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	$86,000	$5,000	$0	$0	$0	$0	$91,000
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	$86,000	$5,000	$0	$0	$0	$0	$91,000

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	$86,000	$5,000	$91,000
Other Title 1 Expenditures	$0	$0	$0	$0
Total	$0	$86,000	$5,000	$91,000

School Level Certification Page

x		The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.
x		The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.
x		Effective Instruction
x		Effective Instruction
x		Effective Instruction
		No option for the fourth SMART Goal was selected on the Root Cause page.
x		For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).
x		The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.
x		This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.

Completed By: Matthew Szuchy

Title: Director of Curriculum & Instruction

Date: 06/23/2022

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:

x	I certify I have completed and certified the required LEA Resource Equity Review.

Certified By: Frank Rizzo

Title: School Business Administrator/ Brd. Sec.

Date: 06/23/2022

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: Frank Rizzo

Title: Board Secretary

Date: 06/23/2022