New Brunswick Adult High School

District: NEW BRUNSWICK CITY   School Identification: NA

County: MIDDLESEX   Targeted Subgroup

Team: NA   CDS: 233530020

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	Alejandrina Ortiz	Yes	Yes	No		
Community Member	Ushindi Lewis	Yes	Yes	Yes		
Student Representative	Dana Zavala Ortiz	Yes	Yes	No		
Teacher	Courtney McCormick	Yes	Yes	Yes		
Teacher	Joe Kriete	Yes	Yes	Yes		
Principal	Tim Timberlake	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/26/2023	Prior Year Evaluation	Yes	Yes
12/05/2022	Smart Goal Development	Yes	Yes
06/05/2023	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)
Subject area professional development around standards and student learning objectives	All subjects	SWD	Yes	Yes	No	Graduation numbers went up 50% ELA scores improved
Development of more project based inquiry activities	All subjects	SWD	Yes	Yes	Yes	Graduation numbers went up 50%
Development of three dimensional learning through instruction strategies that incorporate science and engineering practices, disciplines and core content.	Science classes	SWD	Yes	No	No	We went the entire year without a science teacher
Subject area professional development around standards and student learning objectives	All Classes	SWD	Yes	Yes	No	Graduation numbers went up 50%

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)
Development of more project based inquiry activities	All Classes	SWD	Yes	Yes	Yes	Each teacher developed five new project based learning activities that are kept on file.
Development of a tool kit for problem solving.	Math Classes	SWD	No	No	No	We did not have a Math teacher this year, so this was not done.
Subject area professional development around standards and student learning objectives	All Classes	SWD	Yes	Yes	No	Graduation numbers went up 50%
Development of a toolkit and strategies to assist struggling readers.	All Classes	SWD	Yes	No	No	Graduation numbers went up 50%
Development of more project based inquiry activities	All Classes	SWD	Yes	Yes	Yes	ELA scores improved

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)
Development of a deeper understanding of the indicators that lead a student to drop out of school, or why	SEL/Advisory classes	SWD	Yes	Yes	No	Completed a series of professional development on Social Emotional Learning, designed to improve our Advisories.
Development of a toolkit and strategies to improve student attendance	SEL/Advisory classes	SWD	Yes	Yes	No	ELA scores improved
Development of a complete understanding the systematic and individual reasons for chronic absenteeism.	SEL/Advisories	SWD	Yes	No	No	ELA scores improvedCompleted a series of professional development on Social Emotional Learning, designed to improve our Advisories.
ALC-CARES Parent - Family Compact	Parent Involvment	Parents/ SWD	Yes	Yes	No	ALC-CARES Parent Family Compact

		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 2022-2023 suspension of the NJGPA as viable state assessment, this section will remain blank	No trends
Science*	NJSLA Science Homepage, https:/measinc-nj-science.com/		Due to the NJDOE's 2022-2023 suspension of the NJGPA as viable state assessment, this section will remain blank	No trend
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 are four cycles in a year. Students take ELA in only one of those cycles.. So total numbers equal 100% participation for the year. There are four cycles in a year. Students take MATH in only one of those cycles.. So total numbers equal 100% participation for the year.	ELA is Improving
		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	100%	0%	9%	27%		
		10	0%	35%	53%	68%		
		11	3%	64%	0%	100%		

State of New Jersey

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2023-2024

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%	72%	3%		
		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	11%	1%	18%	100%		

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	2%	19%	100%	68%		
		11	17%	21%	18%	82%		
		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	There are four cycles in a year. Students take ELA in only one of those cycles.. So total numbers equal 100% participation for the year. Special Ed students statistics is similar to general ed students	ELA improving, math is remaining the same
		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	60%	0%	0%	33%		
		10	0%	43%	70%	69%		
		11	100%	88%	0%	63%		
		12	0%	0%	81%	100%		

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	There are four cycles in a year. Students take Math in only one of those cycles.. So total numbers equal 100% participation for the year.	Math is remaing about the same
		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	42%	100%	0%	36%		
		10	0%	56%	78%	62%		
		11	63%	89%	50%	50%		
		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).		Students are progressing	Students are progressing at the same rate as previous years

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	94	This number is appropriate for the New Brunswick Adult Learning Center. We have an open transfer policy and graduate students four times a year.	We are seeing younger students with fewer credits transferring to the NBALC
		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	65.03%	The attendance rate has dropped from pre-Covid data. We were without a counselor for half of the year, and we were unable to fill several staffing positions.	We have implemented several changes for next year and we are looking for an improvement in student attendance
		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	106.10%	The attendance rate has dropped from pre-Covid data. We were without a counselor for half of the year, and we were unable to fill several staffing positions.	We have implemented several changes for next year and we are looking for an improvement in student attendance
		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	97.28%	This is average for our program	Np trends, remains about the same.

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%	We have no in-school suspensions. There has been an increase in substance abuse issues,	Suspensions have been increasing
		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	4.83%		

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	41 percent of staff completes the surveys, Five percent of the students.	Students and staff has increased. Parents has decreased.
		Participation	0	6	0	41		

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)		Students enter our program overaged and under credited. We average 40 graduates a year. Our average age is 18.5. Our average length of stay in all high school programs is five years. Our numbers for graduation are combined with New Brunswick High School	Our number of graduates increased by 50%. Whether this is a trend, or just a result of the "Covid Years" we shall see.
Post-Secondary Rates	% of students that enroll in post-secondary institution.		Fifty percent of our students have been accepted into Middlesex College or an equivalent	This is trending upwards.
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 not available	

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.		Many students come to our school with Algebra credit. Students who don't have credit are repeating the class and struggle with the math.. Twenty four percent of our students receive a C or better . None of our students took the Algebra 1 section of the NJSLA	

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	We were only staffed at a 54% capacity. All staff had to take on extra roles/coverages. We were unable to complete learning walks.	Hiring will pick up.
		# Teachers to Evaluate	7		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Community Involvement	Home LIfe/Street Life	Middlesex County Advisory Board For Reduction of Gun Violence	Gun violence remains the same
Parent meeting	Parent Night Agenda- Agenda de la Noche de Padres Parent Night Agenda- Agenda de la Noche de Padres 5/31/2023 Parent Meeting	NBALC/CARES	95 students on register, 7 parents attended meeting
Parent Meeting	Parent Night Agenda- Agenda de la Noche de Padres 1/25/2023	NBALC/CARES	115 students on register, 13 parents attended meeting
Parent Meeting	Parent Night Agenda- Agenda de la Noche de Padres 3/29/2023	NBALC/CARES	100 students on register, 9 parents attended meeting
Parent Meeting	Parent Night Agenda 10/14/2022	NBALC/CARES	110 students on register, 12 parents attended meeting

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 school planning team will disseminate the results of the comprehensive needs assessment at all staff meetings, all staff professional development and at parent meetings.

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

We will present at every parent and family engagement meeting. We are planning more SEL and project based learning activities that will include parents and community agieneves.

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	2-Emerging	Teachers are well heeled and are the strength of our program	There is an urgent need to find qualified Math and science teachers. New teachers will need plenty of support and professional development.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	2-Emerging		
	5	A	2-Emerging		
Assessment	1	A	2-Emerging	We are interested in approving our assessments	Increasing the use of project based learning will increase the use of alternate assessments. Each assessment will be reviewed to determine effectiveness
	2	A	2-Emerging		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	While teachers have time to meet, there is no organized meeting times	Structured cross curricula PLC's will be established with specific goals aligned with the smart goals of our ASP
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	2-Emerging		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	We are always trying to improve the culture of the school treating our students like the adults they are	Alternates for suspension for substance abuse, improvement of time spent in advisories and what our Lunch and Learn program.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	2-Emerging		
	7	A	2-Emerging		
	8	A	2-Emerging		
	9	A	2-Emerging		
	10	A	2-Emerging		
	11	A	3-Developing		
	12	A	2-Emerging		
	13	A	2-Emerging		
	14	A	2-Emerging		
Teacher and Principal Effectiveness	1	A	2-Emerging	We are always working on teacher being more autonoumous	In the future we want the teachers to run meetings and professional development sessions

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	Forty percent of our Algebra students passed the algebra class. Zero percent met graduation standards on the NJGPA exam	Students need more practice on foundational computational skills so they can build academic self-esteem and perform calculations quickly and correctly.	SWD	1	Subject area professional development around standards
				2	Development of more project based inquiry activities
				3	Develop a tool kit for problem solving
Curriculum and Standards	Sixty one percent of students taking science class passed the class	A lack of knowledge around standards and their connection to student learning objectives	SWD	1	Subject area professional development around standards
				2	Development of more project based inquiry activities
				3	Development of three dimensional learning through science
College and Career Readiness	No students coming into our school has met the graduation requirement for NJGPA assessments	Students who transfer to the NBALC/CARES program have a multitude of indicators that would increase the odds of dropping out of school. These include poor reading skills	SWD	1	Subject area professional development around standards
				2	Development of a tool kit and strategies to assist struggling readers.
				3	Development of more project based inquiry activities

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate & Culture - Attendance/Behavior	Eighty percent of our students are labeled chronically absent. Our overall attendance rate has dropped to 63%.	Ninety percent of the students who transfer to the NBALC/CARES program already have attendance issues. They carry a multitude of indicators that increase their odds of dropping out.	SWD	1	Develop deeper understanding of the indicators that increase the odds of dropping out.
				2	Development of a toolkit and strategies to improve student attendance.
				3	Development of a complete understanding the systematic and individual reasons for chronic absenteeism.

SMART Goal 1

By June 2024 50% of our Juniors and 100% of our seniors will have met the standards for state testing requirements in Mathematics.

Priority Performance   Forty percent of our Algebra students passed the algebra class. Zero percent met graduation standards on the NJGPA exam

Strategy 1:   Subject area professional development around standards

Strategy 2:   Development of more project based inquiry activities

Strategy 3:   Develop a tool kit for problem solving

Target Population: SWD

Interim Goals
SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will be prepped for and have taken the PSATs	Attendance Sheets on test day, lesson plans, walk throughs PSAT results
Feb 15	12th graders who were not successful on the NJGPA will be scheduled for portfolio classes.	Student schedules
Apr 15:	Juniors will be prepped and scheduled for the NJGPA exam	Lesson plans, observations, walk throughs.
Jul 1	By June 2024 50% of our Juniors and 100% of our seniors will have met the standards for state testing requirements in Mathematics.	Graduation pathways, NJGPA results.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Assign teachers to professional development sessions hosted by subject area supervisors	9/5/23	6/4/24	
1	1	Assign teachers to professional development sessions hosted by subject area supervisors	9/5/23	5/7/24	
1	3	Professional development hosted by Principal or by peers	9/5/23	6/4/24	
2	1	Professional development hosted by Principal or by peers	9/5/23	6/4/24	
2	2	Professional development hosted by Principal or by peers	9/5/23	6/4/24	
2	3	Professional development hosted by District Supervisors	9/5/23	6/4/24	
3	1	CPT/Time Individual professional development	9/5/23	6/4/24	
3	2	CPT/Time Individual professional development	9/5/23	6/4/24	
3	3	CPT/Time Individual professional development	9/5/23	6/4/24	

< SMART Goal 1 - Budget Items: NO DATA >

SMART Goal 2

By June 2024, 75% of students who take science classes will pass the class

Priority Performance   Sixty one percent of students taking science class passed the class

Strategy 1:   Subject area professional development around standards

Strategy 2:   Development of more project based inquiry activities

Strategy 3:   Development of three dimensional learning through science

Target Population: SWD

Interim Goals
SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	50 % of students who take science in cycle 1 will pass the class	Grades for cycle
Feb 15	60% of students who take science in cycle 2 will pass the class	Grades for cycle
Apr 15:	70% of students who take science in cycle 3 will pass the class.	Grades for cycle
Jul 1	By June 2024, 75% of students who take science classes will pass the class	Final grades

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Assign teachers to professional development hosted by subject area supervisors	9/5/23	6/4/24	
1	1	Assign teachers to professional development hosted by subject area supervisors	9/5/23	6/4/24	
1	3	Assign teachers to professional development hosted by subject area supervisors	9/5/23	6/4/24	
2	1	Professional development by Principal/Peers	9/5/23	6/4/24	
2	2	Assign teachers to professional development hosted by subject area supervisors	9/5/23	6/4/24	
2	3	Assign teachers to professional development hosted by subject area supervisors	9/5/23	6/4/24	
3	1	Time for CPTs and self directed professional development	9/5/23	6/4/24	
3	2	Time for CPTs and self directed professional development	9/5/23	6/4/24	
3	3	Time for CPTs and self directed professional development	8/29/23	6/4/24	

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

By June 2024 50% of our Juniors and 100% of our seniors will have met the standards for state testing requirements in ELA

Priority Performance   No students coming into our school has met the graduation requirement for NJGPA assessments

Strategy 1:   Subject area professional development around standards

Strategy 2:   Development of a tool kit and strategies to assist struggling readers.

Strategy 3:   Development of more project based inquiry activities

Target Population: SWD

Interim Goals
SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Eleventh and twelfth graders will prep for and take the PSATS	Attendance sheets, PSAT results
Feb 15	Seniors who have not been successful will be assigned to portfolio classes.	Student schedules
Apr 15:	Juniors will be prepped and prepared for NJGPA exam	Lesson plans, observations, walk throughs.
Jul 1	By June 2024 50% of our Juniors and 100% of our seniors will have met the standards for state testing requirements in ELA	Lesson plans, observations, walk throughs.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Professional development by subject area supervisors	8/29/23	6/4/24	
1	1	Professional development by subject area supervisors	9/5/23	6/4/24	
1	3	Professional development by subject area supervisors	9/5/23	6/4/24	
2	1	Professional development by Principal/Peers	9/5/23	6/4/24	
2	2	Professional development by Principal/Peers	9/5/23	6/4/24	
2	3	Professional development by Principal/Peers	9/5/23	6/4/24	
3	1	Time for CPTs and self directed professional development	9/5/23	6/4/24	
3	2	Time for CPTs and self directed professional development	9/5/23	6/4/24	
3	3	Time for CPTs and self directed professional development	9/5/23	6/4/24	

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

By June 2024, we will close the gap between the state average daily attendance by 5% and decrease the number of chronic absences by 20%

Priority Performance   Eighty percent of our students are labeled chronically absent.
                              Our overall attendance rate has dropped to 63%.

Strategy 1:   Develop deeper understanding of the indicators that increase the odds of dropping out.

Strategy 2:   Development of a toolkit and strategies to improve student attendance.

Strategy 3:   Development of a complete understanding the systematic and individual reasons for chronic absenteeism.

Target Population: SWD

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	We will close the gap between state average daily attendance by 5% and decrease the number of chronic absences by 20%	Daily and Monthly attendance reports
Feb 15	We will close the gap between state average daily attendance by 5% and decrease the number of chronic absences by 20%	Daily and Monthly attendance reports
Apr 15:	We will close the gap between state average daily attendance by 5% and decrease the number of chronic absences by 20%	Daily and Monthly attendance reports
Jul 1	By June 2024, we will close the gap between the state average daily attendance by 5% and decrease the number of chronic absences by 20%	Daily and Monthly attendance reports

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Staff development by Supervisor of Guidance and the SSS staff	9/5/23	6/4/24	
1	1	Staff development by Supervisor of Guidance and the SSS staff	9/5/23	6/4/24	
1	3	Staff Development by Supervisor of Guidance and the SSS staff	9/5/23	6/4/24	
2	1	Professional development to improve Lunch and Learn and Advisory supplied by Principal	9/5/23	6/4/24	
2	2	Professional development to improve Lunch and Learn and Advisory supplied by Principal	9/5/23	6/4/24	
2	3	Professional development to improve Lunch and Learn and Advisories supplied by Principal	9/5/23	6/4/24	
3	1	CPT time- Teachers share best practices	9/5/23	6/4/24	
3	2	CPT time- Teachers share best practices	9/5/23	6/4/24	
3	3	CPT-Time-Teachers share best practices	9/5/23	6/4/24	

< 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 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	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Purchased Property Services	200-400	$0	$0	$0	$0	$0	$0	$0	$0	$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus 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	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Buildings	400-720	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	Instructional Equipment	400-731	$0	$0	$0	$0	$0	$0	$0	$0	$0
FACILITIES	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	$0	$0	$0	$0	$0	$0	$0

Overview of Total Title 1 Expenditures

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

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		Curriculum and Standards
x		College and Career Readiness
x		Climate & Culture - Attendance/Behavior
x	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: Timothy M Timberlake

Title: Principal

Date: 08/22/2023

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.

Certified By: Richard Jannarone

Title: Business Administrator

Date: 09/14/2023

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 Johnson

Title: Superintendent of Schools

Date: 09/14/2023