

ROSS STREET ELEMENTARY SCHOOL

District: WOODBRIDGE TWP

County: MIDDLESEX

Team: Central

School Identification: ATSI

Targeted Subgroup Black or African American;

CDS: 235850280

Annual School Planning 2025-2026

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Laurie Anthony	Yes	Yes	No		
Parent/Guardian	Thomas McFadden	Yes	Yes	No		
Community Member	Richard Carlon	Yes	No	No		
Principal	Warren Rotella	Yes	Yes	Yes		
Teacher	Katie Orland	Yes	Yes	Yes		
Teacher	Erica Creutz	Yes	Yes	Yes		
Teacher/SLP	Megan Papandrea	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Teacher	Natalia Jarema	Yes	Yes	Yes		
Teacher	Michelle Pires	Yes	Yes	Yes		
Interventionist Teacher	Cindy Massimino	Yes	Yes	Yes		
Special Projects Coord	Patricia Fitzgerald	Yes	Yes	Yes		
Teacher	Heather Ludlow	No	No	Yes		

ASP ESEA Required Stakeholder Groups Assurance

X	The LEA certifies it met all stakeholder engagement group requirements, including parent(s), community member(s), and student(s) at the secondary level, in accordance with applicable ESEA citations as noted in the box above.
	If all constituent groups are not represented, please indicate the impacted ESEA program(s), the unrepresented group(s), and an explanation.

Comments

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/14/2025	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	Yes	Yes
06/03/2025	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
06/13/2025	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Identifying struggling students using LinkIt Data and weekly/unit Benchmark assessments to generate data on particular skills to be retaught in small group.	ELA	Black/African American	Yes	Yes	Yes	Link It Scores	Yes
Supplement guided reading groups weekly in all classrooms with rich and diverse text.	ELA	Black/African American	Yes	Yes	Yes	Guided Reading	Yes
Provide students with opportunities outside of their instructional day for academic support and enrichment.	ELA	Black/African American	Yes	Yes	Yes	Spartan Boost Tutoring	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
SEL/MH support built within instruction and small groups. (Implement activities and programs to increase engagement using data obtained from referral system and climate/culture survey.)	SEL	Black/African American	Yes	Yes	Yes	ReThink Ed	Yes
Incorporate SAE lessons and celebrations into schoolwide initiatives and classroom activities.	SAE	Black/African American	Yes	Yes	Yes	Showcase and presentation of work	Yes
Utilize math resources, games and manipulatives in small group instruction to hone in on mastering foundational skills.	Math	Black/African American	Yes	Yes	Yes	Family nights	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	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 (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Use a bilingual attendance liaison to reach out to families to develop plans to improve student attendance.	Climate and Culture	Black/African American	Yes	Yes	No	Attendance tracking document	Yes

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment 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.	Student Group	ELA	Math	Alg1	Alg2	Geo	<p>ELA: G3- 17 students met proficiency. 6 of the 17 are minority, as well as 2 of them being an IEP.</p> <p>G4- 15 meeting and or exceeding. 6 of the 25 are a minority, as well as 2 of them being a 504.</p> <p>G5- 15 met proficiency. 6 of the 15 are a minority.</p> <p>Math: G3- 25 students at meeting or exceeding proficiency. 13 students of the 25 are a minority, as well as 6 of them were a 504/IEP.</p> <p>G4- 8 students meeting. 4 students of the 8 were a minority. 2 of them were a 504.</p> <p>G5- 15 students at meeting and one a meeting. 7 of the 16 were a minority, three of them were an 504/IEP</p>	Males had a higher proficiency in Math. Females had a higher proficiency in ELA. Asian Male population out performs all our other populations. Students performed better in ELA than Math based on NJSLA.		
		Schoolwide	14.8 %	16.1%							
		White	33.9 %	25%							
		Hispanic	10%	12%							
		Black or African American	*	12.3%							
		Asian, Native Hawaiian, or Pacific Islander	21.9 %	28.1%							
		American Indian or Alaska Native	*	*							
		Two or More Races	*	*							
		Female	15.6 %	11.6%							
		Male	14%	20.4%							
		Economically Disadvantaged Students	*	11.1%							
		Non-Economically Disadvantaged Students	22.6 %	22.6%							
		Students with Disabilities	*	*							
		Students without Disabilities	17.7 %	18.1%							
English Learners	*	*									
Non-English Learners	16.4 %	17.8%									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		
		Homeless Students	*	*				Compared to the state- we were below across the board by half in both subjects compared to other schools.	
		Students in Foster Care	*	*					
		Military-Connected Students	*	*					
		Migrant Students	*	*					
		Non-Binary / Undesignated Gender	*	*					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				126 students were tested. 1 was invalid. 8 proficient and 1 advance proficient. All other were below or extremely below. Our advance proficient student was a male who is economically disadvantaged. 38% of the 8 proficient students were minorities. Of those eight, one was an IEP student and another was a 504. Three of the nine were economically disadvantaged	The Science curriculum is challenging and covers a variety of standards along with higher order thinking skills needed to understand. The texts do not vary for reading levels.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	7%				
		White	21%				
		Hispanic	3%				
		Black or African	6%				
		Asian, Native	6%				
		American Indian or					
		Two or More Races					
		Female	4%				
		Male	11%				
		Economical ly	4%				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Non-Economical	11%				
		Students with	3%				
		Students without	9%				
		English Learners	0%				
		Non-English	8%				
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJGPA*	NJGPA Assessment Reports website	Student Group	ELA	Math	N/A	N/A
		Schoolwide	22%	39.5%		
		White	38%	43%		
		Hispanic	19.5%	33.5%		
		Black or African American	20%	46%		
		Asian, Native Hawaiian, or Pacific	23%	42%		
		American Indian or Alaska Native				
		Two or More Races	*	*		
		Female	20.5%	41%		
		Male	24%	38%		
		Economically Disadvantaged	20%	39.5%		
		Non-Economically Disadvantaged				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math		
		Students with Disabilities	29.5%	45%		
		Students without Disabilities				
		English Learners	22%	42%		
		Non-English Learners				
		Homeless Students	*	*		
		Students in Foster Care	*	*		
		Military-Connected Students				
		Migrant Students				
		Non-Binary / Undesignated Gender				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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.	ELA					Our Black and African American population had the largest student growth in Math. Our highest group for ELA is the white population. Students with disabilities have modifications to support their higher scores in both ELA and Math.	Teachers are meeting to discuss curriculum overlaps and missing standards to be addressed. Students are missing the basic skills in both ELA and Math to complete higher order thinking tasks.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	100%		
		1	100%	100%	100%	100%		
		2	100%	100%	100%	100%		
		3	99%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	98%		
		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 (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	97%		
		1	99%	100%	100%	95%		
		2	100%	100%	100%	100%		
		3	97%	100%	100%	97%		
		4	100%	100%	99%	100%		
		5	99%	100%	10%	99%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		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 (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	This data was pulled from the ESGI assessment for Kindergarten and the LinkIt assessments in grades 1-5.	Each cycle we are getting above the 95% participation.
		K	26%	23%	23%	45%		
		1	36%	34%	34%	51%		
		2	7%	21%	45%	76%		
		3	16%	22%	49%	73%		
		4	35%	51%	40%	71%		
		5	19%	24%	46%	51%		
		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%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment 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	Students are generally going up in % of passing in each grade. The only grade that saw a decrease from each cycle except 4th grade.	Teachers are attending professional development frequently. Chronic absenteeism was a factor during the winter months (Due to illness).
		K	8%	23%	23%	54%		
		1	1%	9%	9%	21%		
		2	15%	29%	56%	82%		
		3	19%	10%	79%	85%		
		4	23%	23%	46%	91%		
		5	17%	13%	48%	65%		
		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%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
Benchmark Assessment (Proficiency) Math Rates*	<p>Please share results of analysis of % passing, including YTD analysis by grades and subgroups.</p> <ul style="list-style-type: none"> *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions 	Percent of English Learners Making Expected Growth to				34.2%	Grade 3 had the most the biggest improvement. Where as Grade 4 most consistent. Curriculum is getting redundant and repetitive across grade levels. A new curriculum was rolled out	Even though there was not much improvement, most grade levels stayed consistent within a 5% difference. By Cycle 3 students seem to experience testing fatigue and percentages decrease significantly. Absences spiking caused percentage changes through all cycles especially November/December (Cycle 2) and April/May (Cycle 4). .

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).		Significant increase in ELL students at our school.	Students who were new to program (within the past two years) received extended time and a dictionary in their native language. Numerous students were given extended time and or they were given their exam in their native language. Students were excused from ELA NJSLA due to their timeframe in which they came into the country.

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	632	K- 72 1- 107 2-107 3-108 4- 119 5- 116 Subgroup K-13 1- 22 2- 19 3-19 4-19 5-16	Transient population changes our enrollment often.
		Subgroup 1 YTD Student Enrollment Average	108		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	93.60%	Data obtained via Genesis reports	Transient population changes our enrollment often. Overall our percentage of attendance has improved. Reoccurrences come from our larger families.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
STATE Chronic Absenteeism (Students) *Note: Data rolled over from ASP Reporting tab	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	22.22%	Data obtained via Genesis reports	Our chronic absenteeism went down from the previous year. Our subgroup is less than our overall percentages. Transient population changes our enrollment often. Reoccurrences come from our larger families.
		Subgroup 1 YTD Chronic	16.22%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
FEDERAL Chronic Absenteeism (Students) *Note: Data extracted from NJ School Performance Report	Percentage of students who were chronically absent during the school year based on the federal Chronic Absenteeism ESSA Accountability indicator from NJ School Performance Reports	Staff Attendance YTD	88.28%	Data obtained via Genesis reports	Transient population changes our enrollment often. Reoccurrences come from our larger families.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			Data obtained via Genesis reports	Extended leaves (Medical & Maternity) Teacher PD that is taking up multiple days.
		Student Suspension YTD Average - In School	0.16%		
		Student Suspension YTD Average - In School for Subgroup 1	1.02%		
		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%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	0.84%		
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			Data obtained via Genesis reports	At the beginning of the year the suspensions were not duplicated as the year has progressed, the students are repeat offenders. Some students did not receive a suspension but instead an alternative setting for the action.
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 (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment 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)					
		Student Group	5 Year Rate	4 Year Rate		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	5 Year Rate	4 Year Rate		
		English Learners				
		Homeless Students				
		Students in Foster Care				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment 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 Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution		
		Statewide									
		White									
		Hispanic									
		Black or African American									
		Asian, Native Hawaiian, or Pacific Islander									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)							Additional Data Qualitative and Quantitative (best available formative assessment 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 Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution		
		American Indian or Alaska Native									
		Two or More Races									
		Economically Disadvantaged Students									
		Students with Disabilities									
		English Learners									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment 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 Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution		
		Homeless Students									
		Students in Foster Care									
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									Genesis	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
AP/IB and Dual Enrollment	Advanced Placement (AP) and International Baccalaureate (IB) and Dual Enrollment coursework and participation	# 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			
Algebra	Previous year's data provided. Please provide current year's data if possible.				

EVALUATION INFORMATION					
Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks or 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	Genesis	There is a higher rate of nontenured staff joining. They needed 3 observations before March, which why the uptick in learning walks during Cycle 2. 16 teachers will be getting an mSGP. There are no teachers on a CAP.
		# Teachers to Evaluate	52		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	16		
		null	Total		
		Cycle 1	17		
		Cycle 2	21		
		Cycle 3	17		
		Cycle 4	19		

< Other Indicators - NO DATA >

Comprehensive Needs Assessment Process Questions

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?

Results will be disseminated at the beginning of the year staff meeting for all school employees. We will also meet with the PTO and members of the Equity and Diversity Committed to relay the information.

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

School provides monthly parent teacher organization meetings, family fun nights with differentiation, academic support information meetings, family writing program, family STEM program, family math program, parent tech conferences and intervention/referral services as needed.

Reflection and Growth Rubric

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary	
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	2-Emerging	1.2:We have unpacked the standards into SLOs and have developed units of study that clearly communicate which SLOs will be taught and assessed in each unit. 1.4:We have collaboratively analyzed student data and discussed which instruction strategies/models/activities and resources contributed to successful student outcomes. 1.5: We have identified the Career Ready practices appropriate to each unit and have developed SLOs and have embedded them into the units of study where they will be taught and assessed.	1.1:We have adopted a set of guiding questions to focus our conversations on student learning. 1.3: We have aligned our SLOs to the standards and have begun to collaboratively build units of study by developing assessments and instructional strategies/activities/resources that are aligned to those SLOS. Due to the following weaknesses we will focus on our PLCs that will be meeting monthly to analyze the data. Etiquette and rules will be established early. The staff will follow a predetermined standard list of skills to address.
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	3-Developing		
	5	A	3-Developing		
	Average		2.60		
Assessment	1	A	3-Developing	2.1: We have developed common summative assessments for some units of study and we collaboratively analyze student summative data to determine student progress in mastering the SLOs for those units. 2.2:We have developed common pre-assessments for some units of study and we collaboratively analyze student pre-assessment data to determine student mastery of requisite and prerequisite SLOs. 2.3:We consistently use formative assessments to monitor student progress. We record formative assessment data and provide specific feedback to students. The formative assessment drives next steps in instruction for teachers and allows students to make adjustments to their learning.	2.1: Developing common summative assessments will provide PLCs with common data points to develop and construct PLCs to monitor student progress. 2.2: The pre-assessment data will be utilized to determine student strengths and weaknesses. PLCs will construct strategies and lessons to foster individualized needs. 2.3: The formative assessment data will provide educators with ELA and MA data to assist with intervention implementation.
	2	A	3-Developing		
	3	A	3-Developing		
	Average		3.00		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A	3.1: We are organized into collaborative teams that work interdependently on goals directed related to student learning and/or the development of a climate and culture conducive to learning. 3.2: We are provided at least one period a week of common planning times to focus on collaborative job-embedded professional learning. 3.3: We have developed team norms and revise those norms before each meeting. 3.4: We have developed team norms and revise those norms before each meeting.	3.1: The PLCs will focus on student goals and the connection between school and climate and culture. 3.2: The PLC meetings will be monitored by the Principal and Data Team. The purpose will be to foster guidance, direction, and tasks. 3.3: The set goals will be points of emphasis and serve as a building block for the PLCs groupings. 3.4: Each PLCs norm will be highlighted at each meeting and will serve as additional talking points at faculty meetings.
	2	A		
	3	A		
	4	A		
	Average			

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 2-Emerging	<p>4.2: We have identified SLOs for SEL and all professional staff is responsible for teaching related lessons, creating a common language related to SEL. SLOs are integrated into curriculum across grade levels and content areas in a purposeful way that ensures assessment of SEL objectives. Parents are trained in the lessons so they can be reinforced at home. 4.3: The majority of interactions among students and adults are marked by respect. Students have been taught social skills that help them successfully interact with both students and adults. Students infrequently experience teasing, bullying or exclusion and have been taught what to do in situations of normal conflict and bullying. Tolerance for diversity and differences is taught in most classes. There is a sense of community and belonging on the part of both students and staff. Celebrations are held throughout the school year to build school spirit. Students have an opportunity to take on leadership roles in planning and implementing school climate initiatives. Most students are engaged in extra-curricular, service learning or community related activities. 4.4: The school has a physical environment that is conducive to learning. Student work is displayed and there is an inviting feeling when parents and community members enter. School plans have been developed in collaboration with local police and clearly communicated to all staff. These plans are reviewed regularly and adjusted based on drill outcomes or other data. Parents and community members are aware that the</p>	<p>4.1: We have established clear expectations for student behavior. Expectations are not reinforced consistently. Discipline is not consistently applied. 4:5: School rules are well communicated to all stakeholders. Consequences are clear and are sometimes given consistently. Due to the weaknesses our PBIS team will enforce the guidelines for our rewards program. Students will be receiving more points and stores will be more accessible frequently.</p>
	2	A 4-Sustaining		
	3	A 3-Developing		
	4	A 4-Sustaining		
	5	A 2-Emerging		
	6	A 3-Developing		
	7	A 3-Developing		
	8	A 3-Developing		
	9	A 3-Developing		
	10	A 3-Developing		
	11	A 3-Developing		
	12	A 3-Developing		
	13	A 3-Developing		
	14	A 4-Sustaining		
	Average	3.07		

Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
		<p>school has plans and that they are consistently revised and updated to ensure the protection of all students. The local police have a positive relationship with students and staff and they participate in school community activities. 4.6: We have collaboratively developed a mission built on shared values and beliefs that contains references to the components of school climate. 4.7: We have established PIA to address specific school climate goals. We assess the effectiveness of all programs and initiatives. Our school community often understands why we are engaging in programs/practices. Sometimes programs are modified to ensure they meet the needs as reflected in the data. There is some on-going support for PIA but implementation is inconsistent. An evaluation of the program/ practice is sometimes conducted to determine effectiveness. 4.8: We have collaboratively developed a mission built on shared values and beliefs that contains references to the components of school climate. 4.9: Adult relationships are generally congenial. Some teachers have developed more collegial relationships by consistently sharing craft knowledge in PLC teams. There is a general feeling of mutual respect. Some staff feel comfortable addressing conflict and voicing concerns. Meetings are sometimes held in the parking lot. 4:10: We have collaboratively developed a set of expectations for professional behavior. Formal leaders hold colleagues accountable for meeting those expectations. We have discussed the connection between the</p>	

Component	Indicator Descriptor Level	Overall Strengths Summary	Areas of Focus Summary
		<p>behavior of adults and the behavior of students. 4.11: Formal leaders provide opportunities for teachers to demonstrate leadership. The leader consistently engages teachers in decisions and encourages them to take on both formal and informal leadership roles. 4.12: A needs assessment process is used to identify areas of concern. Leadership works collaboratively with stakeholders to identify possible solutions. Our school community often understands why we are engaging in new programs/practices. Sometimes programs are modified to ensure they meet the needs of our students. There is some on-going support for new initiatives, but implementation is inconsistent. An evaluation of the new program/ practice is sometimes conducted to determine effectiveness. 4.13: We collect data related to school climate and analyze the data collaboratively to drive yearly school climate plan development 4.14:</p>	

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A 4-Sustaining	<p>5.1: Aligned research-based evaluation frameworks are utilized to evaluate teachers and principals. The components of our curriculum units and the elements of our evaluation frameworks have created a common language and context for effective teaching and leading. All teachers and leaders have received sufficient training in the evaluation frameworks. Student growth objectives (SGOs) are directly connected to SLOs and thus provide meaningful data on areas of student growth and drive ongoing revision of instruction and assessment. Multiple measures of student growth are utilized in the evaluation process. Meaningful feedback is provided after all informal and formal observation. Professional improvement plans are linked to both individual needs identified through the evaluation process and PLC team goals. Units of study provide the context for applying the elements of effective practice. Team collaboration strengthens the professional practice of all members.</p>	<p>5.1: The evaluation frameworks used by teachers and principals are research-based, grounded in curriculum units and student growth objectives. All teachers and leaders have received training in these frameworks. Multiple measures of student growth are utilized, and professional improvement plans are tailored to individual needs and team objectives. Team collaboration strengthens professional practice.</p>
	Average	4.00		

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs
Effective Instruction	Grades K-2 struggle to develop early literacy skills in particular phonemic awareness and evident in the DIBELS assessments. Out of grades 3,4, and 5: 96% of 3rd graders, 96% of 4th graders, 90% of 5th graders fell within levels 1,2,3 (did not meet, partially met, approaching). Students struggle in reading historical/context with key facts, text features, making relevant connections for understanding by pulling information from the text , and comparing similar	Students and staff have noted a shortage of engaging reading materials and culturally responsive texts that resonate with the student body. The program depends heavily on students having already mastered foundational skills from previous years. As the staff is relatively new and the program itself is only three years old, they are still in the process of developing effective differentiation strategies and identifying best practices for meeting the needs of our student	K-5 Black/African American	1	Identifying struggling students using DIBELS/LinkIt Data and weekly/unit Benchmark assessments to generate data on particular skills to be retaught in small group through supplement guided reading groups weekly in all classrooms with rich and diverse text.	Strong	https://www.researchgate.net/publication/242673601_A_Theoretical_and_Empirical_Investigation_of_Teacher_Collaboration_for_School_Improvement_and_Student_Achievement_in_Public_Elementary_Schools
				2	Provide students with opportunities outside of their instructional day for academic support and enrichment.	Strong	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20072004.pdf#page=40 https://eric.ed.gov/?id=EJ1103958
				3			



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
	<p>texts with different characters, themes, and point of view. Students also struggle with written expressions. These trends were seen across all grade levels.</p>	<p>population. Additionally, the writing component requires some supplemental resources, as many students lack sufficient background knowledge on the topics being introduced.</p>					



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Social and Emotional Learning	14% of our individual students over the entire student population have been suspended throughout the school year. Students need to feel a part of the learning community and feel included in the learning environment. 80% of our students participated in monthly spartan sidekick lessons/activities. Overall the climate and culture at RSS is positive and supportive of staff and students. The opinions of the stakeholders are always accepted	Inconsistent referral (principal, school counselor, nurse, I&RS) process due to the nature of the situation and student need/involvement , percentage of chronically absent students, inconsistent disciplinary consequences. Students need help identifying, communicating, and managing their emotions. Lack of coping skills increases conflict and need for redirection. Reintroducing the values of the school community along with diversity, equity, and inclusion.	Black/African American	1 Use Navigate360 to create class-wide stores and opportunities for rewarding positive behavior.	Building a health school culture where students feel valued and see a positive environment.	Strong	https://rethinkd.com https://www.researchgate.net/publication/242673601_A_Theoretical_and_Empirical_Investigation_of_Teacher_Collaboration_for_School_Improvement_and_Student_Achievement_in_Public_Elementary_Schools



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
	<p>and some are implemented. Due to the needs of all the students and the challenges they face we will work on meeting this goal with our entire population-students and staff.</p>			<p>2 Provide social-emotional learning opportunities in the whole-class as well as Tier-2 and Tier- 3 interventions for the school environment via the health curriculum, including ReThinkEd, and through monthly cultural celebrations.</p>	<p>Using existing data will aid in identifying areas in need of improvement related to engagement (e.g., absences, social/emotional issues, engagement, etc.), and help to develop solutions. Specific populations of students such as students from minority racial/cultural backgrounds or low socioeconomic backgrounds, as well as students with disabilities, are particularly at-risk for negative repercussions (e.g., disciplinary action). Implementing programs related to specific</p>	<p>Strong</p>	<p>https://www.learningforjustice.org/</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					school/student needs can increase engagement, decrease negative repercussions, and improve overall social-emotional skills.		
				3			

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	<p>Grades K-2 are struggling with basic addition/subtraction, place value, and money. Out of grades 3,4, and 5: 85% of 3rd graders, 83% of 4th graders, 96% of 5th graders fell within levels 1,2,3 (did not meet, partially met, approaching). Students struggle with equivalent fractions, adding/subtraction fractions with unlike denominators, multiplying/dividing fractions, and division with 2 to 3 digit dividends and divisors. These trends were seen across all grade levels.</p>	<p>iReady relies on conversations and using mathematical understanding to tackle difficult tasks. The class structures made it difficult for the material to be used as intended. Also, the pacing of the curriculum was not organized in a more timely manner before NJSLA. For instance, geometry and graphing are at the end of the unit and had to be moved up to a mini lesson before testing. However, iReady is supplying many chances to improve instructional</p>	<p>Black/African American</p>				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs
		<p>methods for teachers through lunch and learn PDs. The program also has mini lessons incorporated into the program to expose students to more standards.</p>		<p>1 Use iReady/LinkIt to administer quarterly tests assessments and unit assessments and generate data to drive instruction. Some of the instruction will utilize math resources, games and manipulatives in small group to hone in on mastering foundational skills.</p>	<p>Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas. PLCs will meet monthly for progress</p>	<p>Strong</p>	<p>https://ies.ed.gov/ncee/WWC/Study/74196 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf#page=2 https://ies.ed.gov/ncee/WWC/PracticeGuide/26</p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLS
					monitoring.		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Evidence Link (s) or URLs			
Climate & Culture - Attendance/ Behavior	Our chronic absenteeism from September to May has ranged from 13%-24%.	Excuses for the absences are not accepted from the district, extended family trips, family structures (i.e. if one child is absent the whole family stays home), transportation, weather are all influencing factors to student attendance. Our highest were the winter months. The lowest was September and October.	Black/African American/ School Wide	1 Use a bilingual attendance liaison to collaborate and develop tiered intervention to students with low attendance rates based off of Genesis to see on frequency of absenteeism (daily, monthly, and quarterly). Effective messaging and engagement to families.	Our PBSIS Team and Attendance Liaison will meet to track and hold raffles from the school store. The Community Resource Officer will engage with families through phone calls and messages to relay their students current attendance status as well as recommendations to improve daily attendance.	Strong	https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf#page=27			
				2						
				3						

SMART Goal 1

70% of students will demonstrate at least 30% growth towards the following: K-2 DIBELS beginning of the year composite score compared to their end of year composite scores. Grades 3-5 their LinkIt! Form A retake diagnostic scores, as compared to their initial LinkIt! Form A diagnostic scores.

Area of Focus	Effective Instruction
Content Area	Language Arts
Priority Performance	Grades K-2 struggle to develop early literacy skills in particular phonemic awareness and evident in the DIBELS assessments. Out of grades 3,4, and 5: 96% of 3rd graders, 96% of 4th graders, 90% of 5th graders fell within levels 1,2,3 (did not meet, partially met, approaching). Students struggle in reading historical/context with key facts, text features, making relevant connections for understanding by pulling information from the text , and comparing similar texts with different characters, themes, and point of view. Students also struggle with written expressions. These trends were seen across all grade levels.

Target Population: K-5 Black/African American

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, at least 85% of students will complete: K-2 the DIBELS beginning of the year assessment. Grades 3-5 the LinkIt! Form A. This data will be used to establish a baseline to be used by PLC Groups to focus on progress monitoring assessments (2 hours per cycle) for specific standards/skills.	DIBELS/ Progress Monitoring/ LinkIt Benchmark/Formative Assessment
Feb 15	By the end of Cycle 2, 70% of students will demonstrate at least 20% growth towards: K-2 the DIBELS will use progress monitoring. Grades 3-5 the LinkIt! Form B compared to form A. PLC Groups will focus on progress monitoring assessments (2 hours per cycle) for specific standards/skills.	DIBELS/ Progress Monitoring/ LinkIt Benchmark/Formative Assessment

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By the end of Cycle 3, 70% of students will demonstrate at least 25% growth towards: K-2 the DIBELS will use Mid Year Assessment. Grades 3-5 the LinkIt! Form C compared to form A. PLC Groups will focus on progress monitoring assessments (2 hours per cycle) for specific standards/skills.	DIBELS/ Progress Monitoring/ LinkIt Benchmark/Formative Assessment
Jul 1	70% of students will demonstrate at least 30% growth towards the following: K-2 DIBELS beginning of the year composite score compared to their end of year composite scores. Grades 3-5 their LinkIt! Form A retake diagnostic scores, as compared to their initial LinkIt! Form A diagnostic scores.	DIBELS/ Progress Monitoring/ LinkIt Benchmark/Formative Assessment

Strategy 1 - Identifying struggling students using DIBELS/LinkIt Data and weekly/unit Benchmark assessments to generate data on particular skills to be retaught in small group through supplement guided reading groups weekly in all classrooms with rich and diverse text.

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Administer benchmark assessment and analyze data via DIBELS/LinkIt to determine student reports.	9/3/25	11/14/25	Teachers
2	1	Evaluate benchmark assessment via DIBELS/LinkIt to determine students' growth and plan differentiated support by using PLC standard/lesson skilled base learning groups.	9/3/25	11/14/25	Teachers
3	1	Administrators will monitor classroom instruction and provide support for teachers to differentiate instruction.	9/3/25	11/14/25	Principal
4	1	Administrators and staff will attend professional development dealing with data, instruction, intervention referrals.	9/3/25	11/14/25	Principal, Teachers
5	1	Lesson plans will be reflective of guided reading groups and small group instruction.	9/3/25	11/14/25	Teachers

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
6	1	Administrators will monitor classroom instruction and provide support for teachers to differentiate instruction. The principal and leadership team will engage in walkthroughs to review small group guided reading groups and procedures. Information will be used to inform professional development needs.	9/3/25	11/14/25	Principal, District Leaders, Teachers
7	1	Administer benchmark assessment and analyze data via DIBELS/LinkIt to determine student reports.	11/17/25	2/13/26	Teachers
8	1	Evaluate benchmark assessment via DIBELS/LinkIt to determine students' growth and plan differentiated support by using PLC standard/lesson skilled base learning groups.	11/17/25	2/13/26	Teachers
9	1	Administrators will monitor classroom instruction and provide support for teachers to differentiate instruction.	11/17/25	2/13/26	Principal
10	1	Administrators and staff will attend professional development dealing with data, instruction, intervention referrals.	11/17/25	2/13/26	Principal, Teachers
11	1	Lesson plans will be reflective of guided reading groups and small group instruction.	11/17/25	2/13/26	Teachers
12	1	Administrators will monitor classroom instruction and provide support for teachers to differentiate instruction. The principal and leadership team will engage in walkthroughs to review small group guided reading groups and procedures. Information will be used to inform professional development needs.	11/17/25	2/13/26	Principal, District Leaders, Teachers
13	1	Administer benchmark assessment and analyze data via LinkIt to determine student reports.	2/16/26	4/15/26	Teachers
14	1	Evaluate benchmark assessment via DIBELS/LinkIt to determine students' growth and plan differentiated support by using PLC standard/lesson skilled base learning groups.	2/16/26	4/15/26	Teachers
15	1	Administrators will monitor classroom instruction and provide support for teachers to differentiate instruction.	2/16/26	4/15/26	Principal
16	1	Administrators and staff will attend professional development dealing with data, instruction, intervention referrals.	2/16/26	4/15/26	Principal, Teachers

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
17	1	Lesson plans will be reflective of guided reading groups and small group instruction.	2/16/26	4/15/26	Teachers
18	1	Administrators will monitor classroom instruction and provide support for teachers to differentiate instruction. The principal and leadership team will engage in walkthroughs to review small group guided reading groups and procedures. Information will be used to inform professional development needs.	2/16/26	4/15/26	Principal, District Leaders, Teachers
19	1	Administer benchmark assessment and analyze data via DIBELS/LinkIt to determine student reports.	4/16/26	6/23/26	Teachers
20	1	Evaluate benchmark assessment via DIBELS/LinkIt to determine students' growth and plan differentiated support by using PLC standard/lesson skilled base learning groups.	4/16/26	6/23/26	Teachers
21	1	Administrators will monitor classroom instruction and provide support for teachers to differentiate instruction.	4/16/26	6/23/26	Principal
22	1	Administrators and staff will attend professional development dealing with data, instruction, intervention referrals.	4/16/26	6/23/26	Principal, Teachers
23	1	Lesson plans will be reflective of guided reading groups and small group instruction.	4/16/26	6/23/26	Teachers
24	1	Administrators will monitor classroom instruction and provide support for teachers to differentiate instruction. The principal and leadership team will engage in walkthroughs to review small group guided reading groups and procedures. Information will be used to inform professional development needs.	4/16/26	6/23/26	Principal, District Leaders, Teachers

Budget Items

SMART Goal 1 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	Smartboards (2)	FACILITIES - Instructional Equipment / 400-731	\$5,898	Federal Title I (School Allocation)
14	ASI - ELA Teachers (3)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$203,279	Federal Title I (School Allocation)
2	SIA Members: 3 members, at \$51 for 28 hours.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$4,326	Federal Title I (School Allocation)
2	SIA FICA/TPAF	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$331	Federal Title I (School Allocation)
14	ASI Teachers FICA/TPAF	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$130,099	Federal Title I (School Allocation)

Strategy 2 - Provide students with opportunities outside of their instructional day for academic support and enrichment.

Action Steps

SMART Goal 1 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Evaluate benchmark assessments to determine students' weakness and strengths in Language Arts and plan differentiated support.	9/3/25	11/14/25	Principal, District Leaders, Teachers

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	2	Clubs will be created and structured for those most in need.	9/3/25	11/14/25	Teachers
3	2	Lessons will be reflective of the students' levels from benchmark data and interest.	9/3/25	11/14/25	Teachers
4	2	Evaluate benchmark assessments to determine students' weakness and strengths in Language Arts and plan differentiated support.	11/17/25	2/13/26	Principal, District Leaders, Teachers
5	2	Clubs will be created and structured for those most in need.	11/17/25	2/13/26	Teachers
6	2	Lessons will be reflective of the students' levels from benchmark data and interest.	11/17/25	2/13/26	Teachers
7	2	Evaluate benchmark assessments to determine students' weakness and strengths in Language Arts and plan differentiated support.	2/17/26	4/15/26	Principal, District Leaders, Teachers
8	2	Clubs will be created and structured for those most in need.	2/17/26	4/15/26	Teachers
9	2	Lessons will be reflective of the students' levels from benchmark data and interest.	2/17/26	4/15/26	Teachers
10	2	Evaluate benchmark assessments to determine students' weakness and strengths in Language Arts and plan differentiated support.	4/16/26	6/23/26	Principal, District Leaders, Teachers
11	2	Clubs will be created and structured for those most in need.	4/16/26	6/23/26	Teachers
12	2	Lessons will be reflective of the students' levels from benchmark data and interest.	4/16/26	6/23/26	Teachers

Budget Items

SMART Goal 1 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	ELA Enrichment: 10 members at \$51 per hour for 10 hours each.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$5,100	SIA
8	ELA Rising Readers: 2 members at \$51 for 35 hours.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,785	SIA
8	ELA Spartan Boost Tutoring: 4 members at \$51 per hour for 9 hours each.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,991	SIA
5	ELA Enrichment TPAF/FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$391	SIA
8	ELA Rising Readers TPAF/FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$137	SIA
8	ELA Spartan Boost Tutoring TPAF/FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$152	SIA

Strategy 3 -

< SMART Goal 1, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 1, Strategy 3 - Budget Items: NO DATA >

SMART Goal 2

80% of students will earn and redeem points in their classroom store as a staff-led incentive for positive behavior.

Area of Focus Social and Emotional Learning

Content Area SEL

Priority Performance 14% of our individual students over the entire student population have been suspended throughout the school year. Students need to feel a part of the learning community and feel included in the learning environment.
80% of our students participated in monthly spartan sidekick lessons/activities. Overall the climate and culture at RSS is positive and supportive of staff and students. The opinions of the stakeholders are always accepted and some are implemented. Due to the needs of all the students and the challenges they face we will work on meeting this goal with our entire population- students and staff.

Target Population: Black/African American

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, at least 80% of classroom teachers will implement PBIS System and create classroom stores via Navigate 360.	Navigate 360 PBIS System
Feb 15	By the end of Cycle 2, 70% of students will earn and redeem points in their classroom store as a staff-led incentive for positive behavior.	Navigate 360 PBIS System
Apr 15:	By the end of Cycle 3, 75% of students will earn and redeem points in their classroom store as a staff-led incentive for positive behavior.	Navigate 360 PBIS System
Jul 1	80% of students will earn and redeem points in their classroom store as a staff-led incentive for positive behavior.	Navigate 360 PBIS System

Strategy 1 - Use Navigate360 to create class-wide stores and opportunities for rewarding positive behavior.

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Teachers will use Navigate 360 PBIS system to provide positive reinforcement for student behavior.	9/3/25	11/14/25	Teachers
2	1	School administrator will oversee schoolwide expectations and PBSIS program, in conjunction with the PBSIS committee.	9/3/25	11/14/25	Principal
3	1	Teachers will use Navigate 360 PBIS system to provide positive reinforcement for student behavior.	11/17/25	2/13/26	Teachers
4	1	School administrator will oversee schoolwide expectations and PBSIS program, in conjunction with the PBSIS committee.	11/17/25	2/13/26	Principal
5	1	Teachers will use Navigate 360 PBIS system to provide positive reinforcement for student behavior.	2/16/26	4/15/26	Teachers
6	1	School administrator will oversee schoolwide expectations and PBSIS program, in conjunction with the PBSIS committee.	2/16/26	4/15/26	Principal
7	1	Teachers will use Navigate 360 PBIS system to provide positive reinforcement for student behavior.	4/16/26	6/24/26	Teachers
8	1	School administrator will oversee schoolwide expectations and PBSIS program, in conjunction with the PBSIS committee.	4/16/26	6/24/26	Principal

Budget Items

SMART Goal 2 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Navigate 360	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1,606	SIA

Strategy 2 - Provide social-emotional learning opportunities in the whole-class as well as Tier-2 and Tier-3 interventions for the school environment via the health curriculum, including ReThinkEd, and through monthly cultural celebrations.

Action Steps

SMART Goal 2 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	School administrator will oversee schoolwide expectations and PBSIS program, in conjunction with the PBSIS committee.	9/3/25	11/14/25	Principal
2	2	Spartan Sidekicks will focus on building a positive school climate and culture while also promoting instruction related to diversity, equity, and inclusion.	9/3/25	11/14/25	Teachers
3	2	School staff will identify and refer students for appropriate services as needed; subsequent Tier 2 and Tier 3 interventions will be provided based on student need (I&RS, behavioral supports, social-emotional counseling support).	9/3/25	11/14/25	Principal, Teachers, School Counselor
4	2	School administrator will oversee schoolwide expectations and PBSIS program, in conjunction with the PBSIS committee.	11/17/25	2/13/26	Principal

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
5	2	Spartan Sidekicks will focus on building a positive school climate and culture while also promoting instruction related to diversity, equity, and inclusion.	11/17/25	2/13/26	Teachers
6	2	School staff will identify and refer students for appropriate services as needed; subsequent Tier 2 and Tier 3 interventions will be provided based on student need (I&RS, behavioral supports, social-emotional counseling support).	11/17/25	2/13/26	Principal, Teachers, School Counselor
7	2	School administrator will oversee schoolwide expectations and PBSIS program, in conjunction with the PBSIS committee.	2/16/26	4/15/26	Principal
8	2	Spartan Sidekicks will focus on building a positive school climate and culture while also promoting instruction related to diversity, equity, and inclusion.	2/16/26	4/15/26	Teachers
9	2	School staff will identify and refer students for appropriate services as needed; subsequent Tier 2 and Tier 3 interventions will be provided based on student need (I&RS, behavioral supports, social-emotional counseling support).	2/16/26	4/15/26	Principal, Teachers, School Counselor
10	2	School administrator will oversee schoolwide expectations and PBSIS program, in conjunction with the PBSIS committee.	4/16/26	6/30/26	Principal
11	2	Spartan Sidekicks will focus on building a positive school climate and culture while also promoting instruction related to diversity, equity, and inclusion.	4/16/26	6/30/26	Teachers
12	2	School staff will identify and refer students for appropriate services as needed; subsequent Tier 2 and Tier 3 interventions will be provided based on student need (I&RS, behavioral supports, social-emotional counseling support).	4/16/26	6/30/26	Principal, Teachers, School Counselor

Budget Items

SMART Goal 2 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	PBSIS Committee: 1 lead team member, at \$51 an hour for a total of 29 hours.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,500	SIA
2	Family Engagement Nights: 3 staff members, at \$51 an hour for a total of 5 hours.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$772	SIA
1	PBSIS Committee: 5 team members, at \$51 an hour for a total of 15 hours.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,825	Federal Title I (School Allocation)
1	PBSIS Committee TPFA/FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$115	SIA
2	Family Engagement Nights: staff members TPFA/FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$60	SIA
1	PBSIS TPFA/FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$293	Federal Title I (School Allocation)
2	Family Engagement Nights	SUPPORT SERVICES - Supplies & Materials / 200-600	\$600	SIA

Strategy 3 -

< SMART Goal 2, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 2, Strategy 3 - Budget Items: NO DATA >

SMART Goal 3

70% of students will demonstrate at least 30% growth towards the following: K-2 iReady Diagnostic and personalized lessons. Grades 3-5 their LinkIt! Form A retake diagnostic scores, as compared to their initial LinkIt! Form A diagnostic scores.

Area of Focus Effective Instruction

Content Area Math

Priority Performance Grades K-2 are struggling with basic addition/subtraction, place value, and money. Out of grades 3,4, and 5: 85% of 3rd graders, 83% of 4th graders, 96% of 5th graders fell within levels 1,2,3 (did not meet, partially met, approaching). Students struggle with equivalent fractions, adding/subtraction fractions with unlike denominators, multiplying/dividing fractions, and division with 2 to 3 digit dividends and divisors. These trends were seen across all grade levels.

Target Population: Black/African American

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle 1, at least 85% of students will complete: K-2 the iReady beginning of the year assessment. Grades 3-5 the LinkIt! Form A. This data will be used to establish a baseline to be used by PLC Groups to focus on progress monitoring assessments (2 hours per cycle) for specific standards/skills.	iReady/LinkIt Benchmark/Formative Assessment
Feb 15	By the end of Cycle 2, 70% of students will demonstrate at least 20% growth towards: K-2 the iReady will use personalized instruction and my paths that gear to Algebra and Algebraic Thinking. Grades 3-5 the LinkIt! Form B compared to form A. PLC Groups will focus on progress monitoring assessments (2 hours per cycle) for specific standards/skills.	iReady/LinkIt Benchmark/Formative Assessment

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	By the end of Cycle 3, 70% of students will demonstrate at least 25% growth towards: K-2 the iReady will use personalized instruction and my paths that gear to Number and Operations. Grades 3-5 the LinkIt! Form C compared to form A. PLC Groups will focus on progress monitoring assessments (2 hours per cycle) for specific standards/skills.	iReady/LinkIt Benchmark/Formative Assessment
Jul 1	70% of students will demonstrate at least 30% growth towards the following: K-2 iReady Diagnostic and personalized lessons. Grades 3-5 their LinkIt! Form A retake diagnostic scores, as compared to their initial LinkIt! Form A diagnostic scores.	iReady/LinkIt Benchmark/Formative Assessment

Strategy 1 - Use iReady/LinkIt to administer quarterly tests assessments and unit assessments and generate data to drive instruction. Some of the instruction will utilize math resources, games and manipulatives in small group to hone in on mastering foundational skills.

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Teachers will use the benchmark data to plan focused and differentiated instruction.	9/3/25	11/14/25	Teachers
2	1	Manipulatives and models will be used in guided practice for gradual release through whole group, small group, and independent practice, components will be document in lesson plans and reviewed during formal and informal observations	9/3/25	11/14/25	Teachers, Principals
3	1	Administer Benchmark assessment, iReady's beginning, mid, and end of the year assessments and analyze data to determine support.	9/3/25	11/14/25	Teachers
4	1	Administrators will monitor classroom instruction and support teachers in differentiating instruction.	9/3/25	11/14/25	Principal

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
5	1	Evaluate benchmark assessment via iReady/LinkIt to determine students' growth and plan differentiated support by using PLC standard/lesson skilled base learning groups.	9/3/25	11/14/25	Teachers
6	1	Teachers will attend professional development dealing with data and instruction.	9/3/25	6/23/26	Teachers
7	1	Teachers will use the benchmark data to plan focused and differentiated instruction.	11/17/25	2/13/26	Teachers
9	1	Administer Benchmark assessment, iReady's beginning, mid, and end of the year assessments and analyze data to determine support.	11/17/25	2/13/26	Teachers
9	1	Manipulatives and models will be used in guided practice for gradual release through whole group, small group, and independent practice, components will be document in lesson plans and reviewed during formal and informal observations	11/17/25	2/13/26	Teachers, Principals
10	1	Administrators will monitor classroom instruction and support teachers in differentiating instruction.	11/17/25	2/13/26	Principal
11	1	Evaluate benchmark assessment via iReady/LinkIt to determine students' growth and plan differentiated support by using PLC standard/lesson skilled base learning groups.	11/17/25	2/13/26	Teachers
12	1	Teachers will use the benchmark data to plan focused and differentiated instruction.	2/16/26	4/15/26	Teachers
13	1	Manipulatives and models will be used in guided practice for gradual release through whole group, small group, and independent practice, components will be document in lesson plans and reviewed during formal and informal observations	2/16/26	4/15/26	Teachers, Principals
14	1	Administer Benchmark assessment, iReady's beginning, mid, and end of the year assessments and analyze data to determine support.	2/16/26	4/15/26	Teachers
15	1	Administrators will monitor classroom instruction and support teachers in differentiating instruction.	2/16/26	4/15/26	Principal
16	1	Evaluate benchmark assessment via iReady/LinkIt to determine students' growth and plan differentiated support by using PLC standard/lesson skilled base learning groups.	2/16/26	4/15/26	Teachers

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
17	1	Teachers will use the benchmark data to plan focused and differentiated instruction.	4/16/26	6/23/26	Teachers
18	1	Manipulatives and models will be used in guided practice for gradual release through whole group, small group, and independent practice, components will be document in lesson plans and reviewed during formal and informal observations	4/16/26	6/23/26	Teachers, Principal
19	1	Administer Benchmark assessment, iReady's beginning, mid, and end of the year assessments and analyze data to determine support.	4/16/26	6/23/26	Teachers
20	1	Administrators will monitor classroom instruction and support teachers in differentiating instruction.	4/16/26	6/23/26	Principal
21	1	Evaluate benchmark assessment via iReady/LinkIt to determine students' growth and plan differentiated support by using PLC standard/lesson skilled base learning groups.	4/16/26	6/23/26	Teachers

Budget Items

SMART Goal 3 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	SmartBoard	FACILITIES - Instructional Equipment / 400-731	\$2,949	Federal Title I (School Allocation)
9	Math Enrichment: 10 members at \$51 per hour for 10 hours each.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$5,100	SIA
12	Math Spartan Boost Tutoring: 4 members at \$51 per hour for 9 hours each.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,991	SIA
21	ASI Teacher - MA (One Teacher): Step 8 of the certified salary guide.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$71,725	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	SIA Members: 4 members, at \$51 for 28 hours.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$5,768	Federal Title I (School Allocation)
9	Math Enrichment FICA/TPAF	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$391	SIA
12	Math Spartan Boost Tutoring	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$153	SIA
5	SIA FICA/TPAF	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$442	Federal Title I (School Allocation)
21	ASI Teacher FICA/TPAF	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$45,904	Federal Title I (School Allocation)

Strategy 2 -

< SMART Goal 3, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 3, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 3, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 3, Strategy 3 - Budget Items: NO DATA >

SMART Goal 4

The number of chronically absent students compared from May 2025 to May 2026, the number of chronically absent students will decrease from 14% to 12% based on the state definition of chronic absenteeism.

Area of Focus: Climate & Culture - Attendance/Behavior
 Content Area: Attendance
 Priority Performance: Our chronic absenteeism from September to May has ranged from 13%-24%.

Target Population: Black/African American/ School Wide

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Comparing the data results of September 2024 through November 2024 with September 2025 through November 2025 the number of chronically absent elementary school students will decrease by 14% as measured by school records.	Genesis reports and school records
Feb 15	Comparing the data results of December 2024 through February 2025 with December 2025 through February 2026 the number of chronically absent elementary school students will decrease by 13% as measured by school records.	Genesis reports and school records
Apr 15:	Comparing the data results of February 2025 through April 2025 with February 2025 through April 2026 the number of chronically absent elementary school students will decrease by 12% as measured by school records.	Genesis reports and school records
Jul 1	The number of chronically absent students compared from May 2025 to May 2026, the number of chronically absent students will decrease from 14% to 12% based on the state definition of chronic absenteeism.	Genesis reports and school records

Strategy 1 - Use a bilingual attendance liaison to collaborate and develop tiered intervention to students with low attendance rates based off of Genesis to see on frequency of absenteeism (daily, monthly, and quarterly). Effective messaging and engagement to families.

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Collect and analyze attendance data and communicate results with parents.	9/3/25	11/14/25	SIA Team, Principal
2	1	Communicate with parents on the importance of regular school attendance.	9/3/25	11/14/25	Teachers, Community Relations Officer, Principal
3	1	Design and implement attendance incentives for consistent school attendance.	9/3/25	11/14/25	Community Relations Officer, Principal
4	1	Collect and analyze attendance data and communicate results with parents.	11/17/25	2/13/26	SIA Team, Principal
5	1	Communicate with parents on the importance of regular school attendance.	11/17/25	2/13/26	Teachers, Community Relations Officer, Principal
6	1	Design and implement attendance incentives for consistent school attendance.	11/17/25	2/13/26	Community Relations Officer, Principal
7	1	Collect and analyze attendance data and communicate results with parents.	2/16/26	4/15/26	SIA Team, Principal
8	1	Communicate with parents on the importance of regular school attendance.	2/16/26	4/15/26	Teachers, Community Relations Officer, Principal

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
9	1	Design and implement attendance incentives for consistent school attendance.	2/16/26	4/15/26	Community Relations Officer, Principal
10	1	Collect and analyze attendance data and communicate results with parents.	4/16/26	6/23/26	SIA Team, Principal
11	1	Communicate with parents on the importance of regular school attendance.	4/16/26	6/23/26	Teachers, Community Relations Officer, Principal
12	1	Design and implement attendance incentives for consistent school attendance.	4/16/26	6/23/26	Community Relations Officer, Principal

Budget Items

SMART Goal 4 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Community Resource Officer: Salary, step 3, Paraprofessional Guide.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$37,290	SIA
2	Community Resource Officer Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$23,866	SIA

Strategy 2 -

< SMART Goal 4, Strategy 2 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 2 - Budget Items: NO DATA >

Strategy 3 -

< SMART Goal 4, Strategy 3 - Action Steps: NO DATA >

< SMART Goal 4, Strategy 3 - Budget Items: NO DATA >

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$275,004	\$0	\$0	\$0	\$0	\$53,257	\$0	\$328,261
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	\$275,004	\$0	\$0	\$0	\$0	\$53,257	\$0	\$328,261
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$13,919	\$0	\$0	\$0	\$0	\$2,272	\$0	\$16,191
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$177,069	\$0	\$0	\$0	\$0	\$25,265	\$0	\$202,334
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$1,606	\$0	\$1,606
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 (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	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	\$600	\$0	\$600
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	\$190,988	\$0	\$0	\$0	\$0	\$29,743	\$0	\$220,731
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$8,847	\$0	\$0	\$0	\$0	\$0	\$0	\$8,847
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$8,847	\$0	\$0	\$0	\$0	\$0	\$0	\$8,847
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 (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
Total Cost			\$0	\$474,839	\$0	\$0	\$0	\$0	\$83,000	\$0	\$557,839

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	\$474,839	\$0	\$474,839
Other Title 1 Expenditures	\$0	\$0	\$0
Total	\$474,839	\$0	\$474,839

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
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 Warren Rotella

Title: Principal

Date: 08/29/2025

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.
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Certified By: Patricia Fitzgerald

Title: Special Projects Coordinator/Business Dept Liaison

Date: 09/29/2025

ASP District CSA Certification and Approval Page

< NO DATA >

OCS Approval