

Principle Academy Charter School

District: International Academy of Atlantic City Charter

County: CHARTERS

Team: 103

School Identification: CSI

Targeted Subgroup Hispanic, Black or African American

CDS: 806104995

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	Paula Espinosa	Yes	Yes	Yes		
Community Member	Jamesetta Barclay	Yes	Yes	Yes		
Principal	Alvaro Cores	Yes	Yes	Yes		
Title 1 Chair/Teacher	Rita Baccari	Yes	Yes	Yes		
Managing Company President	Dr. Peter Caporilli	Yes	Yes	Yes		
Managing Company Chief Operations	Sara Caporilli	Yes	Yes	Yes		
Associate School Director	Dr. Georgette G. Meister	Yes	Yes	Yes		
Technology Representative	James Dionne	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Human Resources Representative	Donna King	Yes	Yes	Yes		
Teacher Representative	Barbara Spaulding	Yes	Yes	Yes		
Special Education Representative	Dr. Ethel Lippman	Yes	Yes	Yes		
Parent/Guardian Representative	Yerolin Fernandez	Yes	Yes	Yes		
Parent/Guardian Representative	Pablo Flores	Yes	Yes	Yes		
Support Staff Representative	Marlene Crump	Yes	Yes	Yes		
Teacher Representative	Amanda Doring	Yes	Yes	Yes		
Teacher Representative	Deb Scott	Yes	Yes	Yes		
Teacher Representative	Christian Rickards	Yes	Yes	Yes		
Support Staff Representative	Patrice Leatherbury	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
10/20/2022	Prior Year Evaluation	Yes	Yes
11/15/2022	Prior Year Evaluation	Yes	Yes
12/20/2022	Priority Performance Needs and Root Cause Analysis	Yes	Yes
01/24/2023	Smart Goal Development	Yes	Yes
02/15/2023	Smart Goal Development	Yes	Yes
03/30/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/25/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
06/06/2023	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
AL ELA TEACHERS: PAC has two Accelerated Learning Teachers available for Tier 2 and 3 students in need of ELA intervention. These identified students work with the AL teacher 2 times a week on their SMART goals.	ELA	1-6	Yes	Yes	Yes	In the 22/23 SY, PAC used two master teachers to specifically work with underperforming students in ELA (based on iReady diagnostic scores). These teachers had the ability to target student learning gaps, and in small groups, work on these skills throughout the year. To validate these interventions, the team compared our BOY and EOY iReady diagnostic scores and found many of those learning gaps to be closed. iReady data reflects an increase in students who scored on or above grade level (9% to 32%) and decreased students who scored two grades or below (55% to 30%) according to our iReady Diagnostics (fall to spring comparison).

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)
iREADY DIAGNOSTICS FOR ELA: PAC uses iReady ELA Diagnostic testing (fall, winter, and spring) which (1) provides teachers with a complete picture of student performance relating to their grade level and national norms, (2) provides teachers with 'next steps' to fill in achievement gaps, (3) and monitors student growth throughout the year to evaluate progress.	ELA	1-6	Yes	Yes	Yes	According to our End of Year iReady scores in ELA, schoolwide, students on grade level increased from 9% to 32%.

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
AL ELA PERIODS: PAC has added four additional class periods weekly called 'Accelerated Learning' to our schedule giving teachers time to work with small groups/centers focused on their areas of need and to also challenge higher performing students.	ELA	1-6	Yes	Yes	Yes	Accelerated Learning periods for ELA have allowed teachers to identify individual learning gaps for each student. Based on this information, teachers were able to create small group learning centers focusing on those areas of need throughout the year during these AL Periods. Based on our iReady Diagnostic scores in ELA, many student learning gaps were closed. iReady data reflects an increase in students who scored on or above grade level (9% to 32%) and decreased students who scored two grades or below (55% to 30%) according to our iReady Diagnostics (fall to spring comparison).

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)
AL MATH TEACHERS: PAC has two Accelerated Learning teachers available for students in need of Tier 2 and Tier 3 math services. These students work with the AL teacher two times a week, specifically focused on their SMART goals.	MATH	1-6	Yes	Yes	Yes	In the 22/23 SY, PAC used two master teachers to specifically work with underperforming students (based on iReady diagnostic scores) in math. These teachers had the ability to target student learning gaps, and in small groups, work on these skills throughout the year. To validate these interventions, the team compared our BOY and EOY iReady diagnostic scores and found many of those learning gaps to be closed. iReady data reflects an increase in students who scored on or above grade level (3% to 30%) and decreased students who scored two grades or below (64% to 26%) according to our iReady Diagnostics (fall to spring comparison).

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)
iREADY DIAGNOSTICS FOR MATH: PAC uses iReady Math Diagnostics which (1) provides teachers with a complete picture of student performance relating to their grade level and national norms, (2) provides teachers with 'next steps' to fill in achievement gaps, (3) and monitors student growth throughout the year to evaluate progress.	MATH	1-6	Yes	Yes	Yes	According to our End of Year iReady scores in MATH, schoolwide, students on grade level increased from 3% to 30%.

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)
AL MATH PERIODS: PAC has added four additional class period called 'Accelerated Learning' to our weekly schedule giving teachers time to work with small groups/centers focused on their areas of need and to also challenge higher performing students.	MATH	1-6	Yes	Yes	Yes	Accelerated Learning periods have allowed teachers to identify individual learning gaps for each student. Based on this information, teacher had the ability to create small group learning centers focusing on those areas of need throughout the year. iReady data reflects an increase in students who scored on or above grade level (3% to 30%) and decreased students who scored two grades or below (64% to 26%) according to our iReady Diagnostics (fall to spring comparison).

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)
PAC staff uses Kelso Choice Wheel - one of the key components of the Kelso's Choice Conflict Management system. The wheel of choice gives children nine simple option from which to choose from when solving a problem.	Behavior/Discipline	All students from KG to 6th grade	Yes	Yes	Yes	PAC uses the Kelso Choice Wheel daily to remind students that in the event of a conflict - they have choices. PAC has posters in the hallway, in the classroom, and the choice wheel is shown in our morning announcements daily. It is a work in progress to have children manage their own behaviors and manage how they react. In 22/23 SY - 389 students participated in a 'punch card' of the Kelso Choice Wheel - having teachers hole punch the conflict management choice used. Once students had ten hole punches on their card, they received a reward. Fifty-seven students received prizes. We will continue using the Kelso Choice Wheel at PAC.

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)
Reward positive behavior with FEATHERS from our Griffin (school mascot). Feathers are given to students 'caught soaring' - (S.O.A.R.) an acronym S - Strive to do your best, O - own your actions, A - always work together, R - respect yourself and others.	Behavior/Discipline/Academics	All students from KG to 6th grade	Yes	Yes	Yes	PAC uses Griffin feathers to reward students, staff, and classrooms who exemplify our S.O.A.R. motto throughout the school year. Monthly PAC has a 'Feather Raffle' recognizing students, staff, and classrooms who have 'SOARed' above the rest by earning feathers. Prizes are given to motivate and incentivize children to do your best, own your actions, always work together, and respect yourself and others. Pizza parties are given to classrooms, and recognition (staff of the month) is given to teachers/staff. In 22/23 SY - 7,926 white feathers were given to individual students, 2,784 gold feathers were given to classrooms, and 30 green feathers were given to teachers. PAC will continue to recognize individual students, staff, and classrooms who S.O.A.R.

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)
Positive Behavioral Interventions and Supports (PBIS) - an evidenced based three tiered approach to social, emotional, and behavior support is available to all teachers. (PBIS.com)	Behavioral, academic, social, emotional, and mental health	All students from KG to 6th grade	Yes	Yes	Yes	PAC has implemented the five inter-related elements of PBIS including: equity, systems, data, practices, and outcomes. PAC leaders work towards valued outcomes and promoting high expectations for all students. PAC leadership, support staff such as security officers, discipline, teachers, and social workers all implement interventions and strategies that are backed by research in order to target the desired outcomes. In 22/23 SY - 47 ISS students received PBIS tier 3 interventions and 50 OSS students received PBIS tier 3 interventions. Any students with 10 or more discipline write-ups were given tier 2 PBIS interventions, and tier 1 students and all other students participated in assemblies, climate and culture lesson plans on bullying, self-management, self-control, etc. .This is still a work in process at PAC, but will continue training and implementation of these supports.

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)
FSS (Family Support Services) will continue to contact parents/families of students marked absent communicating the correlation between attendance and achievement.	Student Absenteeism	All students grades KG to 6th	Yes	Yes	Yes	PAC has a proprietary team called FSS who are devoted to improve student absenteeism rates. When a student is absent, the FSS team member calls home, texts, or sends emails to those families hoping we can instill the importance of attending school. There are times when families cannot be reached, so our FSS team will make a home visit. PAC will continue working towards a better absenteeism rate using the Family Support Service. In 22/23 SY 271 contacts were made by FSS to update essential information, 6,345 contacts were made by FSS regarding student absences, 191 contacts were made by FSS to either deliver or receive materials, computers, etc., and 43 home visits were made.
PAC will participate in the mediation process through the Atlantic County Truancy Court for chronically absent students.	Student Absenteeism	All students grades KG to 6th	Yes	No	No	When this intervention position was posted last June 22', PAC had every intention of hiring a qualified, dedicated Truancy Officer to carry out duties to address chronically absent students. PAC has recently filled this position of Truancy Officer for the 23/24 SY. In 22/23 SY, PAC had 141 students who were 18 or more days absent from school. Each student received an attendance improvement plan from the FSS team.

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.		<p>NJSLA ELA % of students who met or exceeded expectations: Grade 3 ELA - 10% Grade 4 ELA - 16.4% Grade 5 ELA - 10% Grade 6 ELA - 29.5% Total Average - 16.4%</p> <p>NJSLA MATH % of students who met or exceeded expectations: Grade 3 MATH - 10.7% Grade 4 MATH - 13% Grade 5 MATH - 8.7% Grade 6 MATH - 5.8% Total Average - 9.6%</p>	<p>NJSLA ELA % of students who met or exceeded expectations: PAC 22 vs PAC 23 Grade 3 - 8.5% to 10% Grade 4 - 10.7% to 16.4% Grade 5 - 22.5% to 10% Grade 6 - 24.2% to 29.5% Total Averages - 16.5% to 16.4%</p> <p>NJSLA ELA scores remained the same when comparing EOY 22 and EOY 23</p> <p>NJSLA MATH % of students who met or exceeded expectations: PAC 22 vs. PAC 23 Grade 3 - 13.9% to 10.7% Grade 4 - 3.9% to 13% Grade 5 - 0% to 8.7% Grade 6 - 8.8% to 5.8% Total Averages - 6.6%</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				to 9.9% NJSLA MATH scores improved by 45% when comparig EOY 22 and EOY 23.
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/		Scores are not available in Pearson as of 6/29/23.	Not Applicable
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					Participation for June 2023 EOY iReady Diagnostic for ELA: Grade 1 - 44 out of 48 students completed benchmark Grade 2 - 67 out of 71 students completed benchmark Grade 3 - 70 out of 74 students completed benchmark Grade 4 - 67 out of 72 students completed benchmark Grade 5 - 65 out of 70 students completed benchmark Grade 6 - 69 out of 71 students completed benchmark Overall: 382 out of 406 completed benchmark or 94%	Observations and Trends: Primary Benchmark Assessment for PAC for 22/23 SY was iReady Diagnostics. PAC triangulated data using STAR Renaissance and LinkIt! as well. In 22/23 SY - 94% of students completed EOY iReady Diagnostic testing for ELA In 21/22 SY - 92% of students completed EOY iReady Diagnostic testing for ELA
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Participation for June 2023 EOY iReady Diagnostic for MATH: Grade 1 - 44 out of 48 students completed benchmark Grade 2 - 63 out of 71 students completed benchmark Grade 3 - 70 out of 74 students completed benchmark Grade 4 - 67 out of 72 students completed benchmark Grade 5 - 66 out of 70 students completed benchmark Grade 6 - 69 out of 71 students completed benchmark Overall: 379 out of 406 completed benchmark or 93.3%	Observations and Trends: Primary Benchmark Assessment for PAC for 22/23 SY was iReady Diagnostics. PAC triangulated data using STAR Renaissance and LinkIt! as well. In 22/23 SY - 93.3% of students completed EOY iReady Diagnostic testing for MATH In 21/22 SY - 92% of students completed EOY iReady Diagnostic testing for MATH
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	iReady Benchmark Assessment Results for ELA as of June 2023 (percentage of students on grade level from BOY to EOY): Grade 1 - improved from 7% to 34% on grade level (+27%) Grade 2 - improved from 10% to 42% on grade level (+32%) Grade 3 - improved from 18% to 44% on grade level (+26%) Grade 4 - improved from 14% to 25% on grade level (+11%) Grade 5 - improved from 9% to 27% on grade level (+18%) Grade 6 - improved from 5% to 22% on grade level (+17%) Overall - schoolwide improvement from 11% to 32% (+22%) iReady Benchmark Assessment Results for ELA as of June 2023 (percentage of students 'two or more grade levels below grade level' from BOY to EOY): Grade 1 - decreased from 14% to 2% - 12%	Observations and Trends: SMART Goal #1 was to have 30% or more students in grades 1 through 6 score on grade level after taking the June 2023 iReady Diagnostic for ELA. Overall schoolwide met this goal as 32% of our students scored on or above grade level.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>improvement Grade 2 - decreased from 43% to 12% - 31% improvement Grade 3 - decreased from 60% to 32% - 28% improvement Grade 4 - decreased from 62% to 36% - 26% improvement Grade 5 - decreased from 72% to 43% - 29% improvement Grade 6 - decreased from 68% to 45% - 23% improvement Overall - schoolwide decrease in 'three or more grade levels below' 55% to 30% - 25% of students moved out of that category</p>	

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	iReady Benchmark Assessment Results for MATH as of June 2023 (percentage of students on grade level from BOY to EOY): Grade 1 - improved from 4% to 27% on grade level (+23%) Grade 2 - improved from 8% to 33% on grade level (+25%) Grade 3 - improved from 1% to 35% on grade level (+34%) Grade 4 - improved from 4% to 26% on grade level (+22%) Grade 5 - improved from 4% to 30% on grade level (+26%) Grade 6 - improved from 4% to 23% on grade level (+19%) Overall - schoolwide improvement from 3% to 30% (+27%) iReady Benchmark Assessment Results for ELA as of June 2023 (percentage of students 'three or more grade levels below grade level' from BOY to EOY): Grade 1 - decreased from	Observations and Trends: SMART Goal #1 was to have 25% or more students in grades 1 through 6 score on grade level after taking the June 2023 iReady Diagnostic for MATH. Overall schoolwide met this goal as 30% of our students scored on or above grade level.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>32% to 5% - 27% improvement</p> <p>Grade 2 - decreased from 56% to 5% - 51% improvement</p> <p>Grade 3 - decreased from 60% to 25% - 35% improvement</p> <p>Grade 4 - decreased from 76% to 36% - 40% improvement</p> <p>Grade 5 - decreased from 74 to 30% - 44% improvement</p> <p>Grade 6 - decreased from 75% to 43% - 32% improvement</p> <p>Overall - schoolwide decrease in 'two or more grade levels below grade level' 64% to 26% or 38% of students moved out of that category</p>	

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	31.6%	Number of ELLs for 22/23 SY = 91	Total ELL population = 91/458
				English Language Learners by grade and WIDA level: KG 3 Entering - 4 Beginning - 2 Developing - 0 Expanding Grade 1 4 Entering - 0 Beginning - 1 Developing - 0 Expanding Grade 2 4 Entering - 8 Beginning - 5 Developing - 1 Expanding Grade 3 2 Entering - 6 Beginning - 9 Developing - 1 Expanding Grade 4 2 Entering - 10 Beginning - 6 Developing - 2 Expanding Grade 5 0 Entering - 2 Beginning - 6 Developing - 4 Expanding Grade 6 0 Entering - 0 Beginning - 2 Developing - 6 Expanding - 1 Bridging	

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	0	22/23 SY Student Enrollment = 458	Observations and Trends: Enrollment by school year: 2022/23 SY = 458 2021/22 SY = 465 2020/21 SY = 524 (online - COVID 19) 2019/20 SY = 473 2018/19 SY = 411 2017/18 SY = 377 Currently, PAC has 21 classroom available to fill according to enrollment. In 22/23 SY - PAC was happy to offer families two KG classes (last year, we only had one) and two 1st grade classes. Grades 2 through 6 offer families three cohorts (i.e. 5A, 5B, and 5C).
		Subgroup 1 YTD Student Enrollment Average	0	Enrollment by grade: KG - 52 Grade 1 - 48 Grade 2 - 71 Grade 3 - 74 Grade 4 - 72 Grade 5 - 70 Grade 6 - 71	
		Subgroup 2 YTD Student Enrollment Average	0	Enrollment by gender: Male - 243 Female - 215 Enrollment by ethnicity: Asian - 7 Black - 224 (or 49% of population) Hispanic - 125 (or 27% of population) White - 44 Pacific Islander - 3 Indian - 16 Other - 39	
				Enrollment by subgroup: Special Education - 75 or 16% General Education - 383 or 84% English Language Learners - 79	

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

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	0.00%	22/23 SY DAILY ATTENDANCE RATE: KG - 90.1% Grade 1 - 92.5% Grade 2 - 91.7% Grade 3 - 91.6% Grade 4 - 92.3% Grade 5 - 91.3% Grade 6 - 91.2% Overall Average Daily Attendance = 91.5% ADA rates by gender: Male - 91.6% Female - 91.4% ADA rates by ethnicity: Asian - 91.0% Black - 91.8% Hispanic - 92.6% Indian - 91.2% Pacific Islander - 97.4% White - 89.9% ADA by Low income: free/reduced - 91.9 not free/reduced - 91.4 In 22/23 SY - while updating student immunization records - beginning January 31st, students were not allowed back into school until these records were completed. Cohorts as follows:	Observation and Trends: 22/23 SY ADA = 91.5% 21/22 SY ADA = 91.3% 20/21 SY ADA = 95.48% (online learning) PAC continues to utilize the FSS team (Family Support Service) who daily reach out to families/guardians of students who are marked absent. Each day the team contacts the families to find out why their student is not in school and if there is something we can do to get them to school. PAC has recently purchased a Type A (transports 10 to 16 persons) to assist with transportation issues. Home visits by the FSS team are done when the team cannot reach the contact person. Also, teachers contact absent students using Class DoJo. There are no outliers regarding ADA for grade,
		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
			<p>Round 1 (KG - 2nd grade) = 19 students</p> <p>Round 2 (3rd - 4th grade) = 20 students</p> <p>Round 3 (5th - 6th grade) = 10 students</p>	<p>gender, ethnicity, or income (with the exception of the 97.4% Pacific Islander).</p> <p>Regarding immunization records - we had 49 students who contributed to the 'attendance rate' percentage due to parent/guardian's inability to schedule a dr. appointment or obtain immunization records in a timely fashion.</p> <p>**to avoid this for 23/23 SY - administration will now require all document completed before the first day of school.</p>

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.00%	22.23 SY CHRONIC ABSENTEEISM Number of students chronically absent (10% or more school days) = 141 (or 28%)	<p>Observations and Trends:</p> <p>S.M.A.R.T. goal #4 was to reduce the number of chronically absent students by 20% from June '22 to June '23. June '22 = 32.82% Goal = $32.82 \times .80 = 26.26\%$ 26.26% of 458 = 120 students 120 or less chronically absent June '23 = 28% PAC is moving in the right direction - reducing chronically absent students from 32.82% to 28%... but we did not reach our goal of 26%.</p> <p>Interventions include:</p> <ul style="list-style-type: none"> - FSS Team - Home Visits - Attendance Improvement Plan - Raffles/Incentives (Presents for Presents) <p>Regarding immunization records - we had 6 students who spilled over</p>
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
				<p>Chronically Absent by grade: KG - 16 students Grade 1 - 11 students Grade 2 - 23 students Grade 3 - 26 students Grade 4 - 15 students Grade 5 - 24 students Grade 6 - 26 students</p> <p>Chronically Absent by gender: Female - 13% Male - 15%</p> <p>Chronically Absent by Ethnicity: Asian - 0.6% Black - 14.3% - (proportionately higher due to correlation with student enrollment for blacks) Hispanic - 5.9% Indian - 1.0% Pacific Islander - 0% White - 3.2% Other - 2.8%</p> <p>In 22/23 SY - while updating student immunization</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>records - beginning January 31st, students were not allowed back into school until these records were completed. Cohorts as follows:</p> <p>Round 1 (KG - 2nd grade) = 19 students</p> <p>Round 2 (3rd - 4th grade) = 20 students</p> <p>Round 3 (5th - 6th grade) = 10 students</p>	<p>into the 'chronically absent' percentage due to parent/guardian's inability to schedule a dr. appointment or obtain immunization records in a timely fashion.</p> <p>**to avoid this for 23/23 SY - administration will now require all document completed before the first day of school.</p>

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	0.00%	22/23 SY Total number of PAC staff = 76	Observations and Trends: 2022/23 SY staff attendance rate = 93.9% 2021/22 SY staff attendance rate = 87.7% 2020/21 SY staff attendance rate = 93.9% The month of December seems to be the 22/23 outlier for staff attendance averaging 91.7%. Frequent reasons for staff absenteeism include: - personal days (teachers receive 3 yearly) - bereavement - sick/illness - professional development - unpaid LOA - vacation PAC implementing an monthly perfect attendance bonus for '23-'24
				Staff attendance by month (September 2022 through June 2023): September = 97.7% October = 94.3% November = 94.6% December = 91.7% January = 93.8% February = 93.1% March = 93.1% April = 94% May = 94% June = 93% Overall Staff Attendance = 93.9%	

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%	Discipline Data: Total Infractions for 22/23 SY = 896	PAC S.M.A.R.T. goal #3 was to reduce discipline write-ups by 20% from June 2022 to June 2023. June 22 infraction count was 703 - goal for June 23 was 562 or less infractions. As of June 23 infraction count was 896 ... which is 193 more infractions. PAC did not meet our goal, but will continue to work in target areas, such as: - Grade 6 had 37% of total infractions - Tier 1 had 64% of total infractions - Classroom had 61% of total infractions - February had 20% of total infractions with January, March, and May a close 2nd (134, 131, 121 respectfully) Discipline Actions: After School Detention - 131 Bus Suspension - 21 Counsel - 6 LRD - 268 OSS - 50
		Student Suspension YTD Average - In School for Subgroup 1	0.00%	Infractions by Grade Level: KG - 8 Grade 1 - 54 Grade 2 - 77 Grade 3 - 157 Grade 4 - 98 Grade 5 - 168 Grade 6 - 334	
		Student Suspension YTD Average - In School for Subgroup 2	0.00%	Discipline by Tier: Tier 1 - 573 Tier 2 - 236 Tier 3 - 87	
		Student Suspension YTD Average - Out of School	0.00%	Infractions by Location: Bathroom - 25 Classroom - 547 Bus - 42 Playground - 49 Cyber - 1 No Location - 164 Other - 68	
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%	ISS by Grade: KG - 0 Grade 1 - 1 Grade 2 - 3 (of the 3 - 1 repeat offender Grade 3 - 3 Grade 4 - 6 (of the 4 - 1 repeat offender)	
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Grade 5 - 8 (of the 8 - 1 repeat offender) Grade 6 - 26 (of the 26 - 4 repeat offenders)</p> <p>OSS by Grade: KG - 0 Grade 1 - 0 Grade 2 - 2 (same person) Grade 3 - 8 (of the 8 - 2 repeat offenders) Grade 4 - 11 (of the 11 - 2 repeat offenders) Grade 5 - 12 (of the 12 - 3 repeat offenders) Grade 6 - 17 (of the 17 - 2 repeat offenders)</p> <p>Discipline by month: September - 35 October - 96 November - 49 December - 37 January - 134 February - 182 March - 131 April - 79 May - 121 June - 32</p>	<p>ISS - 47 Saturday Detention - 69 Restricted List - 49 Peace Contract - 4 Reverse Suspension - 10 Warning - 62 Restorative - 16 Other - 163</p> <p>22/23 interventions included: - Kelso Choice Wheel - giving students nine options from which to choose rather than engaging - Positive Behavior reward - GRIFFON FEATHER - when students 'caught being good' - Feather raffle at the end of each month rewards these students - Use of PBIS.com - Staff PD on classroom management. - Revision of Code of Conduct</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	<p>Results from surveys</p> <ul style="list-style-type: none"> *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family 		<p>Comprehensive Needs Analysis Staff Survey March 2023 - 35 participants (responses shown include combined well-developed and developed percentages):</p> <ul style="list-style-type: none"> - Curriculum & Instruction 95.2% - Assessment & Intervention 88.6% - Effective Use of Instructional Data 93.3% - Funding & Resources 93.5% - Mission & vision 98.6% - Strategic Planning 94.3% - Stakeholder Engagement 88.7% - School Management 91.5% - School Climate, Culture & Safety 86.7% - Effective Use of Operational Data 91.4% - Effective Use of Technology 95.7% - Recruiting & Mentoring Staff 71.4% - Prof Learning & Prof Community 84.9% <p>School Climate Survey for Staff 57 Responses - Spring 2023 Participants included:</p> <ul style="list-style-type: none"> - 31 teachers - 12 paraprofessionals - 10 support staff 	<p>Observations and Trends:</p> <p>Regarding the CNA Staff Survey - the obvious outlier falls within the Recruiting & Mentoring Staff section.</p> <p>Regarding the School Climate Survey for Staff - the strongly agree/agree categories far exceed the disagree/strongly disagree categories (60 positive to 7 not positive). Areas for discussion and improvement include: student behaviors, planning time for teachers, parent involvement, and communication.</p> <p>Regarding the Family Engagement Survey - the strongly agree/agree categories far exceed the disagree/strongly disagree categories (27 to 1). Areas for discussion and improvement include the FSS team's contact with parents.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>- 4 administrators Due to the complexity of the survey, we will focus on the strongly agree and agree responses combined and disagree and strongly disagree combined categories.</p> <p>Strongly agree/agree responses:</p> <ul style="list-style-type: none"> - school administrators treat me like a professional - school administrators promote the success of all students - I enjoy coming to work most days - school administrators communicate effectively with others from diverse backgrounds - the school staff respects and embraces diversity -our school's mission is clearly focused on student success -our school as a continuous improvement process based on data, goals, actions, and measures for growth - safe environment - clean and good condition - students are safe here - high expectations - parents are made to feel 	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>welcome</p> <ul style="list-style-type: none"> - parents know what's going on <p>Disagree/strongly disagree responses:</p> <ul style="list-style-type: none"> - students at this school are well-behaved - schedule allows adequate time for teacher collaboration - schedule allows adequate time for teacher preparing and planning - parents are actively involved with the school - students respect their teachers - communication <p>PAC Family Engagement Survey</p> <p>143 Responses - Spring 2023</p> <p>Due to the complexity of the survey, we will again focus on the strongly agree/agree responses and disagree/strongly disagree responses.</p> <p>Strongly agree/agree responses:</p> <ul style="list-style-type: none"> - the school administration, faculty, and staff provide a clean environment for learning 	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<ul style="list-style-type: none"> - the school administration, faculty, and staff provide a safe environment for learning - learning is a high priority in this school - teachers and professional staff hold high expectations for student learning - teachers and professional staff are available to give students the assistance they need with assignments - the professional staff help motivate each child to work and his/her potential - when requested, teachers and professional staff readily make themselves available for appointments - the support staff treat children in an acceptable manner - PAC delivers an effective learning experience <p>disagree/strongly disagree responses:</p> <ul style="list-style-type: none"> - my family feels supported by the FSS team 	

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)		N/A	N/A
Post-Secondary Rates	% of students that enroll in post-secondary institution.		N/A	N/A
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		N/A	N/A

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1		N/A	N/A
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

EVALUATION INFORMATION				
Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
Learning Walks / Informal Classroom Observations	<ul style="list-style-type: none"> *Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs 		<p>Teacher Evaluations</p> <p>There were 44 teachers to evaluate in 22/23 SY</p> <p>Of the 44 teachers, 3 were on Corrective Action Plans.</p>	<p>Areas of need:</p> <ul style="list-style-type: none"> - Domain 1: Planning and Prep - Domain 2: Classroom Environment - Domain 4: Professional Responsibilities <p>Teachers excelled with Domain 3: Instruction.</p> <p>PD Needs for '23-'24: Classroom management strategies, model lesson planning, training on professionalism, cultural sensitivity awareness.</p>

OTHER INDICATORS

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Invitation to SUMMER ACCELERATED LEARNING PROGRAM from July 10 to August 3	Open to all PAC students grades K to 5 including: general ed, ESY, IEP requirements - no transportation is provided to general ed students, but for ESY students.	To date - registration includes one teacher and one paraprofessional for each grade KG to 6. PAC allowing up to 15 students per class (7 grades x 15 students = 105 total enrollment)	ESY invites all students with IEPs and ELLs to continue throughout
PAC Spring Concert - held at Holy Spirit High School	PAC Choir, Dance Team, and Drama Club performers collaborated giving PAC families their Spring Show	All of PAC family was invited to attend	100+ families attended filling Holy Spirit HS theater.
6th grade GRADUATION held at AC Convention Center - June 14	5 pm start time	All 6th grade graduates and families were invited	71 students were promoted to 7th grade.
KG GRADUATION held at AC Convention Center - June 14	4 pm start time	All KG graduates and families were invited	52 students were promoted to 1st grade.
DADS & DONUTS held at PAC dining hall	8:15am to 10am - all dads invited	All male student body and their father/uncle/grandparent were invited	101 male students plus 94 parents in attendance - First year PAC held
6th grade SNEAKER BALL DANCE held outside playground under tent on Friday, June 2nd	June 2023 4:30 to 6:30pm - free admission to all 6th graders - Permission slip required - dinner and refreshments provided	All 6th graders were invited to attend	71 students were invited to attend.
Title 1 and Parent Teacher Connection	June 6 @ 4:30 - flyer invitation sent out on Class DoJo	17 in attendance	17 in attendance
MATH MADNESS COMPETITION - April/May 2022	3 rounds of multiplication fluency for grades 3 through 6 - champions got bragging rights, trophy, and shout out on morning announcements!	all PAC students in grades 3 through 6 attended	21/22 was first year for this competion (one round) - meant to

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
PRIVATE TOUR OF MIDEMR-LOSH PIPE ORGAN AND CONCERT sponsored by the Schultz Hill Foundation - Boardwalk Hall, Atlantic City NJ	PAC students in grades 3 through 6 - May 22	all PAC students participated in grades 3 through 6	All PAC students participated in grades 3 through 6 with
PAC celebrates ASIAN AMERICAN and PACIFIC ISLANDER Heritage Month - May 2023		All PAC staff and students were invited to participate in month long activities	All PAC staff and students participated.
FAMILY ENGAGEMENT SURVEY - May 2023	Sent out via Class Dojo	143 responses	143 responses
SCHULTZ HILL FOUNDATION's DINA and METROPOLITAN BUSINESS AND CITIZENS ASSOCIATIONS scholarship award presented to Ms. Vannella (3rd grade teacher)		\$1500 to spend on her classroom	1 teacher to receive this scholarship award
5TH GRADE DANCE - Friday May 5	4:00 to 6:00pm	all PAC 5th graders invited to participate	47 5th grade students in attendance out of 70
SCHOLASTIC BOOK FAIR May 1st to May 5th held in PAC dining hall	PAC students invited for preview and purchase - PAC families invited to the school during P/T conferences for purchase	all PAC students and families invited	Book fair held 2xs a year at PAC - average gross book sale =
4TH GRADE SPRING FLING DANCE - April 27	4:00 to 6:00pm	all PAC 4th graders invited to participate	36 4th grade students in attendance out of 72
PARENT/TEACHER CONFERENCE - May 2, May 3, & May 4	P/T Conferences available in person or zoom by appointment - parents able to reserve a spot using link on Class DoJo	all PAC parent/guardians were encouraged to attend	238 parents in attendance for grades KG to 6
3RD GRADE SPRING FLING DANCE - April 20	4:00 to 6:00pm	all PAC 3rd graders invited to participate	41 3rd grade students in attendance out of 74
GRADES K -2 SPRING FLING DANCE - April 5	4:00 to 6:00pm	all PAC students in KG through 2nd grade invited to participate	106 K to 2nd grade students in attendance

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
PAC Drive-in MOVIE NIGHT - Friday March 31st at 7pm	Parents to park on Mural side of the parking lot - featuring ZooTopia	All PAC families invited	25+ families (drive in) in attendance
PAC celebrates WOMENS HISTORY MONTH		all PAC staff and students were invited to participate in month long activities	All PAC staff and students participated
PAC celebrates READ ACROSS AMERICA week - March 2 through 6	Each day, staff and students dressed for a different activity i.e. Thursday--wear a shirt with a positive message, Friday--wear your pjs and bring your favorite book, Monday--come dressed in your PAC gear, Tuesday--dress like your favorite book character, Wednesday--wear your clothes backwards and inside out (Let's Get Silly!)	All PAC students and staff to participate	All PAC students and staff participated in activities for this
PAC Drive-in MOVIE NIGHT - Friday February 24 @ 5:30pm	Parents to park on Mural side of the parking lot - featuring The Princess and The Frog	All PAC families invited	25+ families (drive in) in attendance
HISTORY COMES ALIVE! Black History Living Wax Museum - Thursday February 23	Families invited to see children dressed as influential people from our past - students prepared hallways with quotes and photos	All PAC families invited	220 PAC students, staff, and parents in attendance. Students
BLACK HISTORY MONTH - THEME DAYS - February 2023	Students and Staff dress as an African American Historical Figure	All PAC students invited to participate	All PAC students invited to participate
SKIN LIKE MINE and HAIR LOVE - read by Whitney Brown	using https://fb.watch/iIHE_HM_Pj link - families invited to watch a bedtime story book reading	All PAC students and families invited to participate	PAC students and families invited to watch readings via facebook
Annual Parent Title 1 and Parent Teacher Connection Meeting- February 15, 2023	In person and zoom options for PAC staff and families	5 in person 21 participants on zoom	5 in attendance - 21 participants on zoom. PAC continues to offer

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
SPIRIT WEEK - February 13 to 17	Students invited to wear colors from the African cloth	All PAC students and staff invited to participate	All PAC students and staff invited to participate and dress up in this
AFTER SCHOOL and SATURDAY SCHOOL tutorial programs begin January 30	In preparation for upcoming state testing and spring diagnostics, PAC students are invited to get additional tutoring after school (Monday and Wednesdays or Tuesday and Thursdays) or on Saturday mornings	All PAC students are invited to participate	147 PAC students enrolled for this program running from January to
Wear Yellow to Celebrate National School Choice Week		All PAC students and staff invited to participate	All PAC students and staff invited to participate in this annual event.
Title 1 and Parent Connection Meeting - January 24, 2023	via zoom and in person	Title 1 committee members and PAC families and community invited. Invitation via Class Dojo	8 in attendance - 2 of which were parent committee members
Anti-Bullying Assembly	Dr. Jay Banks presents his 'I am UnAfraid' assembly	All PAC students invited - parents invited to view via zoom	All PAC students invited in person to attend - parents had option to
Nutcracker Suite Ballet - Atlantic City Ballet - Saturday December 3 - Tea Time with Clara after the show		All PAC students and families invited to attend	50 tickets were given to PAC staff, students, and family to attend this
The city of Pleasantville's annual Winter Wonderland Santa's Bike Giveaway	Friday December 2 - for Pleasantville residents only	All PAC Pleasantville residents are welcome to attend	Not sure of PAC representation at Bike Give-a-way
Parent Teacher Conferences - November 29, 30, and December 1	PAC hosted P/T conferences in person & virtual zoom meetings	All PAC parent/guardians were encouraged to attend	341 parents attended our fall PTC
Scholastic Book Fair - November 28 through December 2		All PAC families were invited to attend and purchase books	PAC holds fall and spring book fair which encourage families to read

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Joe Corbi Fundraiser - to fund the 22/23 SY PAC Yearbook	6th graders will receive free yearbooks - while KG through 5th grade will pay \$15.00 each. Purpose of fundraiser is to offset the full cost of the yearbook for our PAC famile	All PAC families were intited to participate	Various fundraisers throughout the year to help assist yearbook club
Thanksgiving Basket Drive - November 1 through November 15	Baskets are donated to needy families in our PAC community	All PAC staff and students were asked to donate an item to fill the baskets for our PAC families	40 Thanksgiving baskets passed out (home delivery) to needy
Red Ribbon Week	The EHT Police Department sent their K-9 Unit to perform a demonstration for our PAC family	All PAC staff and students were invited to attend	Annual school event.
PAC Halloween Parade - October 31		All PAC staff, students were invited to dress up in our parade. Parent/Guardians were invited to attend	Annual school event. Parade is usually held outside on Mural side.
Hooked on Fishing Not Drugs Club	Stockton University's Atlantic City Campus hosted this event headed up by Ms. Crump	PAC select students were invited to attend	There is 114 students signed up to learn how to fish. There are 50
Monthly Parent Teacher Connection Meeting	held via zoom each month.	All PAC staff, students, and PAC families and community invited to participate	There is an average of 25 in attendance, including staff and
BREAST CANCER AWARENESS MONTH - October	Staff and students had permission to wear something pink each day to support this cause	All PAC staff and students invited to participate in month long activities	Annual school event.
PAC Respect Week - October 3 to October 7		All PAC staff and students invited to participate in this week of activities	Annual school event.
Back to School Night - September 29	K-2 and 3-6 grades were split - half were outside with food and entertainment, while other half were inside with teachers who showed brief PPT presentation.	All PAC staff, students, and PAC families invited to attend	500+ PAC staff, students, and families attended this event

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
PAC Sports and Club sign up	No buses are available for after school activities. All students attending are parent pick up.	All PAC students invited to attend any of the afterschool activities for no cost to them.	422 PAC students signed up for afterschool and weekend fall and
Hispanic Heritage Month	September 15 through October 15	All PAC staff, students and families invited to participate in this month of activities	Annual school event.
PAC Before and After Care Program sign up	4 staff to watch over, help with homework, and engage in gaming activities or playground	All PAC students are invited to sign up	52 PAC families registered for B/A Care - 69 students in attendance.
5th Annual PAC BBQ! - August 28	Open to all PAC students and their families	All PAC staff, enrolled students and families are invited	300+ PAC staff, students, and families were in attendance.
Back to School Collective - at O'Donnell Memorial Park - Saturday August 27	Held at O'Donnell Memorial Park, Pleasantville NJ	All PAC students and families are invited	Annual event in Pleasantville Township - many of our students
Moms and Muffins - event for female students and their parent (mom, aunt, grandmom, etc.)	April 2023	All PAC female students and their moms, grandmoms, aunts, etc. were invited to attend.	79 adults and 79 female students were in attendance (total 158).

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 results of the Comprehensive Needs Analysis were presented to all members of the Title 1 Committee as well as any community and PAC family member who attended our March 30, 2023 meeting. The results were collected through a google document, but then were compiled into a table and the results were reviewed, category by category, by the Title 1 chair.

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

The school, parents, and students all have defined roles according to our compact for which we hold everyone accountable for. The comprehensive needs assessment helps the team determine our areas of need for the upcoming year, which will be address during our first several meetings in 23/24 SY. Early meetings will allow team members to identify, understand, and prioritize where PAC must address in order to improve performances.

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	<p>1.1 Student Learning - PAC teachers know the goal of classroom questioning is not to determine whether students have learned something (as would be the case in tests, quizzes, and exams), but rather to guide students to help them learn necessary information and material. Questions should be used to teach students rather than to just test students! Within each lesson plan, teachers are required to write in critical thinking, complex questions according to Bloom's Taxonomy in order to determine the direction of the lesson. 1.2 Student Learning Objectives - SLO's are implemented, revised and reflected on throughout the class period. SLO's are written in teacher's lesson plans, on the board before the lesson in order to let students know the direction they will be headed in, and discussed at the end of the lesson as a recap/wrap-up (i.e. did we accomplish our goal today or what do you know now that you did not know before?). 1.3 Alignment - Teachers are required to check off the standards that they've covered throughout the year in our 'AL Binders'. This is done faithfully by our teachers and checked by the AL Team. This process also makes teachers aware of time management in preparing and executing effective instruction.</p>	<p>1.4 Effective Instruction - Currently, PAC has 6 tenured and 38 nontenured teachers which clearly shows room for growth in this area. Just like our students, some teachers take time to develop into masters of their craft. Professional Development, Professional Learning Communities, and weekly Grade level Meetings are provided to PAC staff to assist in this area as well as an Instructional Coach and Mentors. In any case, as educators, no matter how many years in, teacher should strive to design and develop instruction that is effective, consistent, and meaningful. 1.5 Career Ready Practices - In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways, but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. At PAC we continue to implement, revise, and reflect on these practices on behalf of our students.</p>
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		
	5	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Assessment	1	A	4-Sustaining	1.1 Summative Assessments - Summative assessments provide cumulative snapshots to evaluate and report on student learning. Summative data can help illuminate areas of strength and gaps in curriculum and instruction, and especially for student subgroups. At PAC, after each unit or chapter is taught, the teacher administers the exams. Data from those exams is used for small group instruction. 1.3 Formative Assessments - formative assessments are about checking for understanding in an effective way in order to guide instruction. All teaching staff use formative assessments within each unit/chapter of study. Test analysis is expected to be done on each assessment in order to pinpoint or target skills needing 'reteaching'.	1.2 Pre-Assessment - Each curriculum comes with some type of pre-assessment build into the lesson, but at this time, not every teacher at PAC uses it.
	2	A	2-Emerging		
	3	A	4-Sustaining		
Professional Learning Community (PLC)	1	A	3-Developing	3.2 Time - One period a week is provided for Professional Learning Communities to meet to discuss many topics. One period a week is also provided for administration to run a more formal Grade Level Meeting to discuss pacing, testing and test analysis, student concerns, etc. 3.3 Norms - have been established at PAC in order to focus on student learning in an efficient and productive manner. 3.4 Conflict - Kelso's Choice Wheel is not only for our students at PAC but also for the staff. PAC has a fine group of professional educators who's job it is to focus on student success. Should any conflicts arise, the protocol is to seek out the HR Team or Administration for clarification and arbitration.	3.1 Team/Focus/Goals - there is time allotted in teacher schedules for weekly PLC and informal meetings. Many times, teachers are discussing challenging behaviors, pacing concerns, test analysis. Indirectly SMART goals are worked on, but they are not always the main focus.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	<p>4.4 Physical Environment - PAC's environment is safe, clean, and conducive for learning for all who enter our doors. Emergency plans are coordinated with local police, communicated to staff, and practiced with students regularly.</p> <p>4.5 Rules/Norms (Students) - Rules and behavioral expectations are posted clearly in hallways and classrooms. Teachers and administration review these daily during our televised morning announcements. Each class posts Kelso's Choice Wheel, S.O.A.R., and their own classroom rules. Teachers are instructed to review these in the first two weeks of school, upon return of winter and spring breaks, as well as daily, as needed.</p> <p>4.8 Mission - PAC mission is posted in each room and recited every morning during our televised morning announcements.</p> <p>4.9 Collegial Environment - Research shows that supportive school environments have meaningful influences on student outcomes. This includes appropriate facilities, well-managed classrooms, clear and fair discipline policies, and teacher well-being. PAC administration and management have gone above and beyond to make sure the environment is positive and healthy!</p> <p>4.11 Shared Leadership - there are many roles that teachers take on which is above and beyond their area of expertise. PAC administration and leadership allow for this growth and opportunity.</p> <p>4.12 Communications - PAC involves their teachers in curriculum decisions, new testing platforms, etc - always explaining the benefits. PAC is always striving to improve internal systems that will</p>
	2	A	3-Developing	
	3	A	3-Developing	
	4	A	4-Sustaining	
	5	A	4-Sustaining	
	6	A	3-Developing	
	7	A	3-Developing	
	8	A	4-Sustaining	
	9	A	4-Sustaining	
	10	A	3-Developing	
	11	A	4-Sustaining	
	12	A	4-Sustaining	
	13	A	4-Sustaining	
	14	A	4-Sustaining	

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
				ultimately impact student success. 4.13 Data Collections and Analysis - PAC works hard to find the best internal systems for our school's data in order to achieve improved and sustained student outcomes. 4.14 School Climate Plan Development - According to research, a positive school climate is critically related to school success. For example, it can improve attendance, achievement, and retention. PAC's climate committee is made up of professional and support staff who are welcome to share opinions and brainstorm solutions.	
Teacher and Principal Effectiveness	1	A	4-Sustaining	5.1 Connection between Student Learning and Evaluations - PAC uses Charlotte Danielson Framework to evaluate our teaching staff. They are given pre- and post-observations with valuable feedback. Student Growth Objectives and Professional Development Plans are created by each teacher with the help of our Instructional Coach. Data is triangulated three times a year in order to determine student growth. PAC does very well in these areas!	PAC teachers are well trained in the Charlotte Danielson Evaluation Framework creating realistic SGO's and meaningful PDP. SGO data is triangulated (also called cross examination) because it double or even triple checks the results obtained from the research. The basic idea behind this is that one can be more confident and can increase the credibility and validity of the findings when different methods yield the same results.

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?)
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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	The most recent ELA iReady diagnostic assessment (May 2023) indicates that 32% of students grades 1 through 6 scored on or above grade level. Students scoring three grades or below was reduced from 55% to 30%.	Three years into the pandemic (COVID 19) - a period of isolation for school children, teachers are navigating through social, emotional, and academic learning loss among students. In the past, teachers were focused on teaching academics and advancing students social skills. Now in 2023, educators are having to teach (in addition to academics) kindness, lots of basic skill review, appropriate behaviors, etc. Students in 2023 seem to fight anything that requires effort, and is expecting rewards for the most basic tasks. Closing the learning gap that widened during the pandemic continues to be our focus.	Grades 1 through 6	1	Accelerated Learning Team - PAC continues to use two teachers to specifically provide tier 2 and tier 3 services to students one grade below grade level in ELA (according to iReady category coded yellow).
				2	Accelerated Learning Periods/Accelerated Tutorial Program/ESY program - PAC continues to use four additional ELA AL class periods weekly for small group differentiated learning. PAC provides a select group of students after school and Saturday school tutorial to help prepare for state testing. PAC invites students with IEP, ESLs, and all other students to attend an ESY Summer Enrichment Program

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?)
				<div>3</div> <div>iReady Diagnostics - PAC continues to use iReady in Fall, Winter, and Spring in order to monitor student growth throughout the year. iReady can also be used daily (mypath) as a supplement to the curriculum. iReady reports will also provide the teacher with a complete picture of student performance relating to their grade level and 'next steps' for small group work.</div>

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Social and Emotional Learning	Based on PAC discipline write-ups (896 for the year) with 64% of write-ups in classrooms, PAC will to provide teachers with additional training in that area as well as additional meaningful student lessons on SEL.	The aftermath of COVID 19 has left PAC administration and staff not only teaching core subjects, but also teaching students respect, appropriate behavior, healthy communications, etc. Administrative write-ups have increased at PAC and based on our discipline data - professional development on SEL and classroom management is priority and necessary.	KG through 6	1	Kelso Choice Wheel - PAC will continue to implement the Kelso Choice Wheel to its staff, students, and families when faced with a conflict. Compared with adults, children's ability of conflict resolving is developing, and is usually associated with children's understanding of social conventions, cognitive abilities, mastery of expressive language and background of growth. Family backgrounds are associated with children's perceptions of peer conflict resolution strategies, e.g., children's disposition to use negative conflict strategies and aggressive behaviors against peers is likely to be learned from parents PAC uses Kelso Choice Wheel for ALL to resolve conflicts peacefully.

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?)
				<div data-bbox="1594 311 1675 1212">2</div> <div data-bbox="1675 311 2177 1212"> <p>Griffon Feathers - Our discipline data reflects 64% of offences classified as Tier 1 but 61% of offences happen in the classroom. Research proves that positive reinforcement works when it occurs naturally in a classroom. PAC teachers and staff will continue to recognize positive behaviors with Griffon Feathers in and out of the classroom. When 'caught' S.O.A. R.ing, students receive a feather to be displayed in the classroom and enter into a monthly raffle. Based on discipline data, PAC administration will schedule staff Professional development to include: (1) Teach Like a Champion, (2) CPI - verbal descelation, as well as interventions/strategies including: (3) SEL check in/check out, (4) Student SEL Self-Rating on clipboard, and (5) Restorative Area in each classroom.</p> </div>

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?)
				<div data-bbox="1594 311 1675 1212">3</div> <div data-bbox="1675 311 2179 1212"> <p>Positive Behavioral Interventions and Supports (PBIS.com) - is used when teaching and support staff need ideas on how to 'handle' a behavioral issue including: defiance, disrespect, aggression, bullying, hyperactivity, impulsiveness, lying, cheating, lack of motivation, etc. PAC will also (1) revisit our Code of Conduct to define chronic behaviors using 'Clean Sheets' (a reporting system to document minor infractions in lieu of an administration write-up), (2) revise PAC MTSS/I&RS Team responsibilities to include discipline and attendance, (3) have chronic behaviors from 'Clean Sheets' 10/20 ratio attend Board Disciplinary Hearings, and (4) school counselor create FBA - Functional Behavior Assessments and BIP - Behavior Improvement Plans.</p> </div>

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	The most recent MATH iReady diagnostic assessment (May 2023) indicates that 30% of students grades 1 through 6 scored on or above grade level. Students scoring three grades or below was reduced from 64% to 26%.	Three years into the pandemic (COVID 19) - a period of isolation for school children, teachers are navigating through social, emotional, and academic learning loss among students. In the past, teachers were focused on teaching academics and advancing students social skills. Now in 2023, educators are having to teach (in addition to academics) kindness, lots of basic skill review, appropriate behaviors, etc. Students in 2023 seem to fight anything that requires effort, and is expecting rewards for the most basic tasks. Closing the learning gap that widened during the pandemic continues to be our focus.	Grades 1 through 6	1	Accelerated Learning Team - PAC continues to use two teachers to specifically provide tier 2 and tier 3 services to students one grade below grade level in math (according to iReady category coded yellow).
				2	Accelerated Learning Periods/Accelerated Tutorial Program/ESY Summer Enrichment - PAC continues to use four additional MATH AL class periods weekly for small group differentiated learning, Accelerated Tutorial Program from January to April, and an ESY Summer Enrichment Program from July to early August. All of these programs provide students with addition core classes facilitated by master teachers..

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?)
				<div data-bbox="1594 309 1675 727">3</div> <div data-bbox="1675 309 2179 727"> iReady Diagnostics - PAC continues to use iReady in Fall, Winter, and Spring in order to monitor student growth throughout the year. iReady can also be used daily (mypath) as a supplement to the curriculum. iReady reports will also provide the teacher with a complete picture of student performance relating to their grade level and 'next steps' for small group work. </div>

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	Based on the 22/23 chronic absenteeism rates, 141 students or 28% of our student body were considered chronically absent.	There are many reasons students are absent from getting to school. Some reasons include: barriers (i.e. health, transportation, depression or anxiety, etc), negative school experiences (such as bullying, struggling academically or socially, etc.), lack of engagement , or even family vacations. Parent engagement is crucial as well as informing families of the correlation between attendance and academic achievement.	KG to 6	1	FSS (Family Support Services) - PAC will continue to utilize the FSS team to contact parents and/or guardians when a student is marked absent. When students are young, too many absences can reduce their chances of reading by third grade (a key indicator of long-term academic success).
				2	Truancy Court - PAC is currently seeking a Truancy Officer for the school. Once secured, PAC will participate in the mediation process through the Atlantic County Truancy Court for chronically absent students. Students who have 10 or more 'unexcused' absences are truant and need to be addressed before they become chronically absent - all absences counted (18 or more excused or unexcused absences in a school year).

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?)
				<div>3</div> <div>During Parent Teacher Connection meetings, Title 1 meetings, Parent/Teacher Conferences, Back to School Night, and any other opportunity to speak with parents - school will continue to relay the message regarding the positive correlation between attendance and student achievement.</div>

SMART Goal 1

After taking the Spring 2024 ELA iReady Diagnostic test, 40% or more students in grades 1 through 6 will score on or above grade level.

- Priority Performance The most recent ELA iReady diagnostic assessment (May 2023) indicates that 32% of students grades 1 through 6 scored on or above grade level. Students scoring three grades or below was reduced from 55% to 30%.
- Strategy 1: Accelerated Learning Team - PAC continues to use two teachers to specifically provide tier 2 and tier 3 services to students one grade below grade level in ELA (according to iReady category coded yellow).
- Strategy 2: Accelerated Learning Periods/Accelerated Tutorial Program/ESY program - PAC continues to use four additional ELA AL class periods weekly for small group differentiated learning. PAC provides a select group of students after school and Saturday school tutorial to help prepare for state testing. PAC invites students with IEP, ESLs, and all other students to attend an ESY Summer Enrichment Program
- Strategy 3: iReady Diagnostics - PAC continues to use iReady in Fall, Winter, and Spring in order to monitor student growth throughout the year. iReady can also be used daily (mypath) as a supplement to the curriculum. iReady reports will also provide the teacher with a complete picture of student performance relating to their grade level and 'next steps' for small group work.
- Target Population: Grades 1 through 6

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	After Fall iReady ELA Diagnostic testing completed, administration and teachers will analyze the data. iReady data provides classroom teachers with overall results as a whole class, overall insight into the instructional strengths and need of individual students, and instructional groupings with detailed instructional priorities for small group instruction. iReady data provides administration with a comprehensive picture of student performance at the school, grade, and class level. iReady data also provides the Accelerated Learning Team with intervention strategies and next steps in order to work towards closing any learning gaps. Linkit! Assessment data will also be used to triangulate against iReady.	<ul style="list-style-type: none"> - Data analysis from iReady Diagnostic Testing (taken late September/early October) - PAC students will also take two additional diagnostic tests in order to triangulate data allowing for the most accurate comprehensive picture of individual and class performance. Linkit! Assessment data will also be used to triangulate against iReady. - Fall iReady Diagnostics will be compared with Winter and Spring iReady Diagnostics for progress monitoring.
Feb 15	Winter iReady ELA Diagnostic testing will have been completed and compared to fall scores, as a mid-year check point. The fall and winter scores will allow administration to determine those students in need of PAC Accelerated Learning Tutorial program which runs from January to April. Winter scores will also allow classroom teacher to amend instructional groupings, conference with students about academic goals, and identify possible I&RS candidates. Linkit! Assessment data will also be used to triangulate against iReady.	<ul style="list-style-type: none"> - Data analysis from iReady Diagnostic Testing (taken late January/early February) - PAC students will also take two additional diagnostic tests in order to triangulate data allowing for the most accurate comprehensive picture of individual and class performance. Linkit! Assessment data will also be used to triangulate against iReady. - Winter iReady Diagnostics will be compared to fall testing for progress monitoring.
Apr 15:	Spring iReady ELA Diagnostic testing will be planned for May and analyzed for end of year growth compared to fall diagnostic results. Goal is to move 40% of students into or above grade level by year end. Spring scores are also used to create a ESY Summer Enrichment 'recommendation' list - although students with IEPs and ELLs are invited, the program is opened to all PAC students. Linkit! Assessment data will also be used to triangulate against iReady.	<ul style="list-style-type: none"> - Data analysis from iReady Diagnostic Testing (taken in May) will be compared to fall diagnostic scores. - PAC students will also take two additional diagnostic tests in order to triangulate data allowing for the most accurate comprehensive picture of individual and class performance. Linkit! Assessment data will also be used to triangulate against iReady.

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	After taking the Spring 2024 ELA iReady Diagnostic test, 40% or more students in grades 1 through 6 will score on or above grade level.	- Administration and teaching staff will compare fall 2023 to spring 2024 results from iReady to determine whether S.M.A.R.T. goal was met. Linkit! Assessment data will also be used to triangulate against iReady.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	iReady Diagnostic Testing will be administered three times a year to PAC students - Fall, Winter, and Spring. Data from iReady will be used to determine student grade level performances and growth.	10/16/23	5/31/24	
1	2	Accelerated Learning Tutorial is a tutorial program offered after school and on Saturday. Students will be invited to attend based on the Winter iReady Diagnostic results.	1/31/24	4/30/24	
1	1	Accelerated Learning Team will use iReady Diagnostic results to determine small groups in need of intervention	10/16/23	5/31/24	
2	2	Lumos Learning workbooks will be used during the Accelerated Learning Tutorial program in order to prepare students for the upcoming state testing.	1/31/24	4/30/24	
2	1	Accelerated Learning Team will use additional ELA instructional materials purchased which align with NJSLS. The materials will allow for differentiated instruction in smaller groups and academic intervention to the Tier 2 and Tier 3 students.	9/11/23	6/14/24	
2	3	iReady MyPath is a personalized instruction tool based off iReady Diagnostic testing creating a path of instruction and practice in areas where they need the most support.	10/16/23	5/31/24	

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
3	2	ESY (Extended School Year) Summer Enrichment Program will be offered to all students with IEPs and ELLs, in addition to all other PAC students. Our summer program runs 4 weeks with a focus on broad areas of need.	7/9/24	8/2/24	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Accelerated Learning Team - consists of two ELA master teachers	INSTRUCTION - Personnel Services - Salaries / 100-100	\$104,031	Federal Title I (Intervention Reserve)
1	Accelerated Learning Tutorial staff	INSTRUCTION - Personnel Services - Salaries / 100-100	\$18,750	Federal Title I (Intervention Reserve)
3	Extended School Year Summer Enrichment staff	INSTRUCTION - Personnel Services - Salaries / 100-100	\$8,000	Federal Title I (Intervention Reserve)
1	iReady Diagnostic Assessment by Curriculum Associates	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$9,766	Federal Title I (Intervention Reserve)
2	iReady MyPath Personalized Instruction by Curriculum Associates	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$2,441	Federal Title I (Intervention Reserve)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Houghton Mifflin Journeys - student textbooks, workbooks, and digital access; Foundations and Just Words software and workbooks; LinkIt! Benchmark, student data warehouse, and assessment item bank; IXL software; Vista Higher Learning; and Brain Pop	INSTRUCTION - Supplies & Materials / 100-600	\$62,850	SIA
2	Lumos Learning workbooks	INSTRUCTION - Supplies & Materials / 100-600	\$4,158	Federal Title I (Intervention Reserve)

SMART Goal 2

PAC will reduce its administrative referrals by 20% from June 2023 to June 2024 and reduce its ISS/OSS by 10% from June 2023 to June 2024.

Priority Performance Based on PAC discipline write-ups (896 for the year) with 64% of write-ups in classrooms, PAC will to provide teachers with additional training in that area as well as additional meaningful student lessons on SEL.

Strategy 1: Kelso Choice Wheel - PAC will continue to implement the Kelso Choice Wheel to its staff, students, and families when faced with a conflict. Compared with adults, children's ability of conflict resolving is developing, and is usually associated with children's understanding of social conventions, cognitive abilities, mastery of expressive language and background of growth. Family backgrounds are associated with children's perceptions of peer conflict resolution strategies, e.g., children's disposition to use negative conflict strategies and aggressive behaviors against peers is likely to be learned from parents. PAC uses Kelso Choice Wheel for ALL to resolve conflicts peacefully.

Strategy 2: Griffon Feathers - Our discipline data reflects 64% of offences classified as Tier 1 but 61% of offences happen in the classroom. Research proves that positive reinforcement works when it occurs naturally in a classroom. PAC teachers and staff will continue to recognize positive behaviors with Griffon Feathers in and out of the classroom. When 'caught' S.O.A.R.ing, students receive a feather to be displayed in the classroom and enter into a monthly raffle. Based on discipline data, PAC administration will schedule staff Professional development to include: (1) Teach Like a Champion, (2) CPI - verbal deescalation, as well as interventions/strategies including: (3) SEL check in/check out, (4) Student SEL Self-Rating on clipboard, and (5) Restorative Area in each classroom.

Strategy 3: Positive Behavioral Interventions and Supports (PBIS.com) - is used when teaching and support staff need ideas on how to 'handle' a behavioral issue including: defiance, disrespect, aggression, bullying, hyperactivity, impulsiveness, lying, cheating, lack of motivation, etc. PAC will also (1) revisit our Code of Conduct to define chronic behaviors using 'Clean Sheets' (a reporting system to document minor infractions in lieu of an administration write-up), (2) revise PAC MTSS/I&RS Team responsibilities to include discipline and attendance, (3) have chronic behaviors from 'Clean Sheets' 10/20 ratio attend Board Disciplinary Hearings, and (4) school counselor create FBA -Functional Behavior Assessments and BIP - Behavior Improvement Plans.

Target Population: KG through 6

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2022, PAC had 180 write-ups out of 896 (or 20%). The goal is to reduce overall write-ups by 20% using intervention strategies such as Kelso Choice Wheel (conflict management tool), internal positive behavior rewards such as Griffin Feathers, Restorative Areas within each classroom, Clean Sheets (to document minor infractions), Teach Like a Champion PDs, CPI training (verbal deescalation training), Check In/Out sheets, Reverse Suspension, etc. ALL these interventions/strategies will be implemented the first few months of school!	Professional Development Internal Classroom Rewards Restorative Areas Kelso Choice Wheel (conflict management tool) Accountability for chronic offenders to go before PAC Board
Feb 15	By February 2023, PAC had an additional 353 write-ups out of 896 (or 39%). The goal is to reduce overall write-ups by 20% using intervention strategies such as Kelso Choice Wheel (conflict management tool), internal positive behavior rewards such as Griffin Feathers, Restorative Areas within each classroom, Clean Sheets (to document minor infractions), Teach Like a Champion PDs, CPI training (verbal deescalation training), Check In/Out sheets, Reverse Suspension, etc. ALL these interventions/strategies will be monitored for effectiveness throughout the year.	Professional Development Internal Classroom Rewards Restorative Areas Kelso Choice Wheel (conflict management tool) Accountability for chronic offenders to go before PAC Board
Apr 15:	By April 2023, PAC had an additional 210 write-ups out of 896 (or 23%). The goal is to reduce overall write-ups by 20% using intervention strategies such as Kelso Choice Wheel (conflict management tool), internal positive behavior rewards such as Griffin Feathers, Restorative Areas within each classroom, Clean Sheets (to document minor infractions), Teach Like a Champion PDs, CPI training (verbal deescalation training), Check In/Out sheets, Reverse Suspension, etc. ALL these interventions/strategies will be implemented the first few months of school!	Professional Development Internal Classroom Rewards Restorative Areas Kelso Choice Wheel (conflict management tool) Accountability for chronic offenders to go before PAC Board
Jul 1	PAC will reduce its administrative referrals by 20% from June 2023 to June 2024 and reduce its ISS/OSS by 10% from June 2023 to June 2024.	Data from June 2023 compared to June 2024

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	PAC staff will introduce Kelso Choice Wheel to students in September. Staff will encourage students to self-manage throughout the year in order to resolve conflicts peacefully. PAC Technical Team will continue to use televised morning announcements to share one Kelso's Choice daily. Posters will be hung in hallways and classrooms to encourage students to know and use one of the nine choices to self-manage a conflict. Small laminated Kelso Choice cards will be used as incentive - and will be hole-punched each time a choice is made.	9/5/23	6/14/24	
1	2	Professional Development will be provided to all staff from Teach Like a Champion, with a targeted focus on classroom management and discipline.	8/22/23	9/2/23	
2	2	Professional Development will be provided to all staff from Crisis Prevention Intervention (verbal de-escalating techniques)	8/22/23	9/2/23	
4	3	School Counselor will be trained to create FBA's (Functional Behavior Assessments) and BIP's (Behavior Improvement Plans) for those chronic offenders.	9/5/23	6/14/24	

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teach Like a Champion - Train the Trainer program	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,000	Federal Title I (Intervention Reserve)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Crisis Prevention Intervention - Training staff on verbal de-escalation continuum strategies	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$943	Federal Title I (Intervention Reserve)
4	School Counselor will attend training to create and implement FBAs and BIPs. School Counselor will assist in training SEL techniques to classroom teachers.	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$500	Federal Title I (Intervention Reserve)
1	Kelso Choice lessons and products	SUPPORT SERVICES - Supplies & Materials / 200-600	\$286	Federal Title I (Intervention Reserve)

SMART Goal 3

After taking the Spring 2024 MATH iReady Diagnostic test, 40% or more students in grades 1 through 6 will score on grade level.

- Priority Performance The most recent MATH iReady diagnostic assessment (May 2023) indicates that 30% of students grades 1 through 6 scored on or above grade level. Students scoring three grades or below was reduced from 64% to 26%.
- Strategy 1: Accelerated Learning Team - PAC continues to use two teachers to specifically provide tier 2 and tier 3 services to students one grade below grade level in math (according to iReady category coded yellow).
- Strategy 2: Accelerated Learning Periods/Accelerated Tutorial Program/ESY Summer Enrichment - PAC continues to use four additional MATH AL class periods weekly for small group differentiated learning, Accelerated Tutorial Program from January to April, and an ESY Summer Enrichment Program from July to early August. All of these programs provide students with addition core classes facilitated by master teachers..
- Strategy 3: iReady Diagnostics - PAC continues to use iReady in Fall, Winter, and Spring in order to monitor student growth throughout the year. iReady can also be used daily (mypath) as a supplement to the curriculum. iReady reports will also provide the teacher with a complete picture of student performance relating to their grade level and 'next steps' for small group work.

Target Population: Grades 1 through 6

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	After Fall iReady MATH Diagnostic testing completed, administration and teachers will analyze the data. iReady data provides classroom teachers with overall results as a whole class, overall insight into the instructional strengths and need of individual students, and instructional groupings with detailed instructional priorities for small group instruction. iReady data provides administration with a comprehensive picture of student performance at the school, grade, and class level. iReady data also provides the Accelerated Learning Team with intervention strategies and next steps in order to work towards closing any learning gaps. LinkIt assessment data will be used to triangulate iReady assessment data.	<ul style="list-style-type: none"> - Data analysis from iReady Diagnostic Testing (taken late September/early October) - PAC students will also take two additional diagnostic tests in order to triangulate data allowing for the most accurate comprehensive picture of individual and class performance. - Fall iReady Diagnostics will be compared with Winter and Spring iReady Diagnostics for progress monitoring.
Feb 15	Winter iReady MATH Diagnostic testing will have been completed and compared to fall scores, as a mid-year check point. The fall and winter scores will allow administration to determine those students in need of PAC Accelerated Learning Tutorial program which runs from January to April. Winter scores will also allow classroom teacher to amend instructional groupings, conference with students about academic goals, and identify possible I&RS candidates. LinkIt assessment data will be used to triangulate iReady assessment data.	<ul style="list-style-type: none"> - Data analysis from iReady Diagnostic Testing (taken late January/early February) - PAC students will also take two additional diagnostic tests in order to triangulate data allowing for the most accurate comprehensive picture of individual and class performance. - Winter iReady Diagnostics will be compared to fall testing for progress monitoring.
Apr 15:	Spring iReady MATH Diagnostic testing will be planned for May and analyzed for end of year growth compared to fall diagnostic results. Goal is to move 40% of students into or above grade level by year end. Spring scores are also used to create a ESY Summer Enrichment 'recommendation' list - although students with IEPs and ELLs are invited, the program is opened to all PAC students. LinkIt assessment data will be used to triangulate iReady assessment data.	<ul style="list-style-type: none"> - Data analysis from iReady Diagnostic Testing (taken in May) will be compared to fall diagnostic scores. - PAC students will also take two additional diagnostic tests in order to triangulate data allowing for the most accurate comprehensive picture of individual and class performance.
Jul 1	After taking the Spring 2024 MATH iReady Diagnostic test, 40% or more students in grades 1 through 6 will score on grade level.	<ul style="list-style-type: none"> - Administration and teaching staff will compare fall 2023 to spring 2024 results from iReady to determine whether S.M.A.R.T. goal was met.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	iReady Diagnostic Testing will be administered three times a year to PAC students - Fall, Winter, and Spring. Data from iReady will be used to determine student grade level performance and growth.	10/16/23	5/31/24	
1	1	Accelerated Learning Team will use iReady Diagnostic results to determine small groups in need of intervention. AL Team will meet with identified students 2 times a week providing them with personalized small group instruction based on their areas of need. AL Team will monitor student performances for growth. If students are showing no growth, they will be referred to the Intervention and Referral Services Team for Tier 2 and Tier 3 services.	10/16/23	5/31/24	
1	2	Accelerated Learning Tutorial is a program offered after school and on Saturdays. Students will be invited to attend based on the Winter iReady Diagnostic results.	1/31/24	5/31/24	
2	3	iReady MyPath is a personalized instruction tool based off iReady Diagnostic testing creating a path of instruction and practice in areas where students need the most support.	10/16/23	5/31/24	
2	1	Accelerated Learning Team will use additional MATH instructional materials purchased which align with NJSLs. These materials will allow for small group differentiated instruction and academic interventions to the Tier 2 and Tier 3 students.	9/11/23	6/14/24	
2	2	Lumos Learning workbooks will be used during the Accelerated Learning Tutorial program in order to prepare students for the upcoming state testing.	1/31/24	4/30/24	
3	2	ESY (Extended School Year) Summer Enrichment Program will be offered to all students with IEPs and ELLs, in addition to all other PAC students. Our summer program runs 4 weeks with a focus on broad areas of need.	7/9/24	8/2/24	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Accelerated Learning Team - consists of two MATH master teachers	INSTRUCTION - Personnel Services - Salaries / 100-100	\$104,031	Federal Title I (Intervention Reserve)
1	Accelerated Learning Tutorial staff	INSTRUCTION - Personnel Services - Salaries / 100-100	\$18,750	Federal Title I (Intervention Reserve)
3	ESY Summer Enrichment staff	INSTRUCTION - Personnel Services - Salaries / 100-100	\$8,000	Federal Title I (Intervention Reserve)
1	iReady Diagnostic Assessment by Curriculum Associates	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$9,766	Federal Title I (Intervention Reserve)
2	iReady MyPath Personalized Instruction by Curriculum Associates	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$2,442	Federal Title I (Intervention Reserve)
2	HMH GoMath! software, workbooks, and NJSLA Assessment test prep; TouchMath Acquisition LLC; Explorelearning Reflex and Frax; IXL schoolwide digital access; XtraMath schoolwide digital access; LinkIt! Benchmark, Assessment item bank, and student data warehouse and analytics; and Brain Pop	INSTRUCTION - Supplies & Materials / 100-600	\$62,850	SIA
2	Lumos Learning workbooks	INSTRUCTION - Supplies & Materials / 100-600	\$4,159	Federal Title I (Intervention Reserve)

SMART Goal 4

PAC will reduce the number of chronically absent students by 30% from June 2023 to June 2024.

Priority Performance Based on the 22/23 chronic absenteeism rates, 141 students or 28% of our student body were considered chronically absent.

Strategy 1: FSS (Family Support Services) - PAC will continue to utilize the FSS team to contact parents and/or guardians when a student is marked absent. When students are young, too many absences can reduce their chances of reading by third grade (a key indicator of long-term academic success).

Strategy 2: Truancy Court - PAC is currently seeking a Truancy Officer for the school. Once secured, PAC will participate in the mediation process through the Atlantic County Truancy Court for chronically absent students. Students who have 10 or more 'unexcused' absences are truant and need to be addressed before they become chronically absent - all absences counted (18 or more excused or unexcused absences in a school year).

Strategy 3: During Parent Teacher Connection meetings, Title 1 meetings, Parent/Teacher Conferences, Back to School Night, and any other opportunity to speak with parents - school will continue to relay the message regarding the positive correlation between attendance and student achievement.

Target Population: KG to 6

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2023, PAC FSS Team and administration will identify those students on the path to being categorized as chronically absent. Those students (and families) will be placed on a corrective action plan to improve their attendance. The action plan will address (1) identifying problems and barriers to school attendance, (2) develop recommendations to address the problems and barriers, (3) outline communication strategies to educate and inform parents/guardians of the importance of school attendance (attendance vs. achievement), (4) establish protocols on informing and engaging parents/guardians when a child begins to show a pattern of absences, and (5) review school policies to ensure they support improved school attendance.	Until PAC secures an Attendance Officer, the FSS Team and administration will diligently and continuously use the school's data system (PowerSchool) to input correct data. This data is discussed daily during the FSS Team meeting.
Feb 15	PAC FSS Team and administration will place repeat offenders on a corrective action plan which will be monitored for its effectiveness. PAC staff will cooperate with law enforcement and other authorities, as appropriate.	<ul style="list-style-type: none"> - PAC policies on Chronically Absent Students - National Center on Safe Supportive Learning Environments (NCSSLE) - New Jersey School Discipline Laws and Regulations: Chronic Absenteeism and Truancy
Apr 15:	By April 2024, PAC will continue to inform and educate parents/guardians regarding the correlation between absenteeism and student achievement. Corrective action plans for chronically absent students will be monitored. Cooperation with law enforcement and other authorities will continue, as appropriate.	<ul style="list-style-type: none"> - PAC policies on Chronically Absent Students - National Center on Safe Supportive Learning Environments (NCSSLE) - New Jersey School Discipline Laws and Regulations: Chronic Absenteeism and Truancy
Jul 1	PAC will reduce the number of chronically absent students by 30% from June 2023 to June 2024.	Compare June 2023 and June 2024 data on chronically absent students.

Action Steps

SMART Goal 4

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
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Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	FSS (Family Support Services) will contact parents/guardians daily for students marked absent. FSS team meets daily to discuss absences and possible trends. Home visits become necessary when parents/guardians cannot be reached. Presents for Presents monthly raffel will be celebrated for those students with no absences	9/5/23	6/14/24	
1	3	PAC Administration and staff will continually relay the message regarding the positive correlation between attendance and student achievement. Venues include: Back to School Night, PAC BBQ, Parent Teacher Connection meetings, Title 1 meetings, Parent/Teacher Conferences, etc.	8/21/23	6/14/24	
1	2	PAC will post a job opening for a Truancy Officer. Truancy Officer will attend daily FSS meetings and follow NJDOE protocol for chronically absent students.	7/10/23	8/31/23	

Budget Items

SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Truancy Officer	INSTRUCTION - Personnel Services - Salaries / 100-100	\$50,000	Federal Title I (Intervention Reserve)
4	Back to School Night, PAC BBQ, Parent Teacher Connection (PTC) meetings, Title 1 meeting, Parent/Teacher Conferences	INSTRUCTION - Other Purchased Services / 100-500	\$500	Federal Title I (Intervention Reserve)
1	Presents for Presents monthly raffle to celebrate those students present.	INSTRUCTION - Supplies & Materials / 100-600	\$500	Federal Title I (Intervention Reserve)

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Intervention s Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocate d Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicabl e) Allocated to School	SIA Carryove r	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$311,562	\$0	\$0	\$0	\$0	\$0	\$0	\$311,562
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$24,415	\$0	\$0	\$0	\$0	\$0	\$0	\$24,415
INSTRUCTION	Other Purchased Services	100-500	\$0	\$500	\$0	\$0	\$0	\$0	\$0	\$0	\$500
INSTRUCTION	Supplies & Materials	100-600	\$0	\$8,817	\$0	\$0	\$0	\$0	\$125,700	\$0	\$134,517
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$345,294	\$0	\$0	\$0	\$0	\$125,700	\$0	\$470,994
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	\$6,443	\$0	\$0	\$0	\$0	\$0	\$0	\$6,443
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Intervention s Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocate d Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicabl e) Allocated to School	SIA Carryove r	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$286	\$0	\$0	\$0	\$0	\$0	\$0	\$286
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	\$6,729	\$0	\$0	\$0	\$0	\$0	\$0	\$6,729
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructi onal Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$0	\$352,023	\$0	\$0	\$0	\$0	\$125,700	\$0	\$477,723

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	\$352,023	\$0	\$0	\$352,023
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$352,023	\$0	\$0	\$352,023

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 By: Rita Baccari

Title: Title 1 Coordinator

Date: 07/10/2023

District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By:Alvaro Cores

Title:Chief School Administrator

Date:07/10/2023

ASP District CSA Certification and Approval Page

	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and
	I certify that I have reviewed this school’s ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school’s priority performance needs.

Certified By: Alvaro Cores
Title: Chief School Administrator
Date: