

New Horizons Community Charter School

District: New Horizons Comm. CS

County: CHARTERS

Team: 103

School Identification: CII

Targeted Subgroup Hispanic, Students with Disabilities

CDS: 807290957

Annual School Planning 2023-2024

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Ms. Jerrisa Vazquez	Yes	Yes	Yes		
Vice Principal	Ms. Leonor Costa	Yes	Yes	Yes		
ESEA Director	Mr. Charles Mugambe	Yes	Yes	Yes		
Math Coach	Ms. Rose McCormick	Yes	Yes	Yes		
ELA Coach	Ms. Tara Tortoriello	Yes	Yes	Yes		
Attendance Officer	Ms. Nakiya Closs	Yes	Yes	Yes		
Special Projects Coordinator	Ms. Talia Hall	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Supervisor of Special Education	Ms. Patrice Agyeman	Yes	Yes	Yes		
School Business Administrator	Thomas Omwega	Yes	Yes	Yes		
Community Member	Ms. Russell	Yes	No	No		

ASP ESEA Required Stakeholder Groups Assurance

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

Comments

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
06/26/2023	Smart Goal Development	Yes	Yes
06/09/2023	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment	Yes	Yes
06/02/2023	Prior Year Evaluation	Yes	Yes
06/16/2023	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Saturday Academy	ELA and Math	all	Yes	Yes	Yes	Improved academic growth data	Yes
K-8 teachers work with ELA Coordinators/Supervisors and coaches to align curriculum, resources, and teaching methodologies to the New Jersey Student Learning Standards.	ELA	economically disadvantaged	Yes	Yes	Yes	New Curriculum Updates- New Program updates. Implementation and Board Approval of new curriculum and curricular programs	Yes
Continue to engage teachers in data analysis and empower them to create a continued plan of action.	ELA	economically disadvantaged	Yes	Yes	Yes	Academic data	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
K-8 teachers will work with Mathematics Coordinators/Supervisors and coaches to align curriculum, resources, and teaching methodologies to the New Jersey Student Learning Standards.	MATH	economically disadvantaged	Yes	Yes	Yes	New Curriculum Updates- New Program updates. Implementation and Board Approval of new curriculum and curricular programs	Yes

STUDENT ACHIEVEMENT										
Data Source	Factors to Consider	Prepopulated Data						Additional Data Qualitative and	Observations / Trends	
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.	Student Group	ELA	Math	Alg1	Alg2	Geo	N/a	Math performance in NJSLA is lower than the ELA data. The NJSLA data is comparable to the local Newark district. The COVID 19 pandemic, staff shortages, as well as curricular resources not fully aligned to the New Jersey Student Learning Standards produced students with gaps in learning, predominantly in mathematics (because content knowledge is more cumulative through each grade-level).	
		Schoolwide	21.8 %	*	*					
		White	*	*	*					
		Hispanic	25%	*	*					
		Black or African American	21.2 %	*	*					
		Asian, Native Hawaiian, or Pacific Islander	*	*	*					
		American Indian or Alaska Native	*	*	*					
		Two or More Races	*	*	*					
		Female	22.9 %	*	*					
		Male	20.6 %	*	*					
		Economically Disadvantaged Students	21.6 %	*	*					
		Non-Economically Disadvantaged Students	26.7 %	13.3%	*					
		Students with Disabilities	*	*	*					
		Students without Disabilities	23.7 %	*	*					
		English Learners	*	*	*					
Non-English Learners	21.8 %	*	*							
Homeless Students	21.9 %	*	*							
Students in Foster Care	*	*	*							

Data Source	Factors to Consider	Prepopulated Data					Additional Data Qualitative and	Observations / Trends	
		Student Group	ELA	Math	Alg1	Alg2	Geo		
		Military-Connected Students	*	*	*				
		Migrant Students	*	*	*				
		Non-Binary / Undesignated Gender	*	*	*				

Data Source	Factors to Consider	Prepopulated Data				Additional Data Qualitative and	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				n/a	5th Grade had higher proficiency than 8th grade students. Science relied heavily on reading content
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	17%	0%			
		White					
		Hispanic	16%				
		Black or African	18%	0%			
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	18%	0%			
		Male	16%	0%			
		Economical ly	16%	0%			
		Non-Economical					
		Students with					

Data Source	Factors to Consider	Prepopulated Data				Additional Data Qualitative and	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without	17%	0%			
		English Learners					
		Non-English	17%	0%			
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data			Additional Data Qualitative and	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Additional Data Qualitative and	Observations / Trends
		Student Group	ELA	Math		
		English Learners				
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				
		Non-Binary / Undesignated Gender				

Data Source	Factors to Consider	Prepopulated Data					Additional Data Qualitative and	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					high student benchmark participation rates	n/a
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	100%	99%	0%		
		3	96%	99%	98%	0%		
		4	96%	99%	98%	0%		
		5	98%	99%	98%	0%		
		6	96%	99%	98%	0%		
		7	97%	99%	98%	0%		
		8	97%	99%	98%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Additional Data Qualitative and	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	100%	99%	0%		
		3	96%	99%	98%	0%		
		4	96%	99%	98%	0%		
		5	98%	99%	98%	0%		
		6	96%	99%	98%	0%		
		7	97%	99%	98%	0%		
		8	97%	99%	98%	0%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Additional Data Qualitative and	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					Additional Data Qualitative and	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	three testing cycles	n/a
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	15%	0%	0%		
		3	0%	19%	0%	0%		
		4	0%	4%	0%	0%		
		5	0%	3%	0%	0%		
		6	3%	6%	0%	0%		
		7	0%	15%	0%	0%		
		8	0%	9%	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					Additional Data Qualitative and	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	three testing cycles	n/a
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	45%	0%	0%		
		3	0%	10%	0%	0%		
		4	0%	7%	0%	0%		
		5	0%	2%	0%	0%		
		6	0%	2%	0%	0%		
		7	0%	4%	0%	0%		
		8	0%	17%	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		Additional Data Qualitative and	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-1%	n/a	n/a

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	381	Student Chronic Absenteeism rate was reduced from the previous year by about 10% . That means our goal was met. The Chronic Absenteeism rate fell from 39% to 23%. Students in the higher grade registered stronger attendance rates.	The Chronic Absenteeism rate started dropping dramatically after hiring an attendance officer
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	91.51%	Last year's Overall YTD Student Attendance Average was 88.87. This number has gone up by at least 3 % age points to 91.21	Student attendance improved this year especially in the middle school.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
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			n/a	Chronic Absenteeism continues to go down.
		Overall YTD Chronic Absenteeism	23.34%		
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			n/a	n/a
		Staff Attendance YTD	92.76%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders			n/a	There is a very low suspension rate because of behavioral and restorative practices.
		Student Suspension YTD Average - In School	0.57%		
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	1.25%		
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		n/a	78% of school staff participated in climate and culture survey, and 68% expressed satisfaction with the overall school environment.	

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data			Additional Data Qualitative and Quantitative	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 (K-8 Elementary School)	N/A
		Student Group	5 Year Rate	4 Year Rate		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				

Data Source	Factors to Consider	Prepopulated Data			Additional Data Qualitative and Quantitative	Observations / Trends
		Student Group	5 Year Rate	4 Year Rate		
		Homeless Students				
		Students in Foster Care				

Data Source	Factors to Consider	Prepopulated Data								Additional Data Qualitative and Quantitative	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.	Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution	N/A	N/A
		Statewide									
		White									
		Hispanic									
		Black or African American									
		Asian, Native Hawaiian, or Pacific Islander									

Data Source	Factors to Consider	Prepopulated Data						Additional Data Qualitative and Quantitative	Observations / Trends	
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution	
		American Indian or Alaska Native								
		Two or More Races								
		Economically Disadvantaged Students								
		Students with Disabilities								
		English Learners								

Data Source	Factors to Consider	Prepopulated Data							Additional Data Qualitative and Quantitative	Observations / Trends	
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution		
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	Homeless Students								N/A	N/A
		Students in Foster Care									

Data Source	Factors to Consider	Prepopulated Data		Additional Data Qualitative and Quantitative	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	0	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	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson Framework	No teachers on CAP from the previous year identified. Teachers in the previous years had curricular resources that needed to be better aligned to the New Jersey Student Learning Standards. Thus, during the 2023-2024 school year, new curricular programs were evaluated for both ELA and Mathematics and chosen by varying stakeholders. During the summer of 2023-2024 teachers and instructional leaders worked on program alignment and curricular pacing guides. During the 2023-2024 school year, teachers will need professional development in the implementation of the new curriculum and resources. Teachers will need support in small group instruction and differentiation.	Administration conducts daily walkthroughs
		# Teachers to Evaluate	25		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	25		
		Cycle 2	25		
		Cycle 3	0		
		Cycle 4	0		

< Other Indicators - NO DATA >

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	K-5 instruction	need for aligned curriculum to standards, middle school instruction
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	2-Emerging		
	5	A	2-Emerging		
Assessment	1	A	3-Developing	high percentage of students test	need improvement in academic growth
	2	A	2-Emerging		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	2-Emerging	have time for grade-level meetings	need to develop into full PLCs
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	2-Emerging		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	developing school culture with SEL supports	need improvement in chronic absenteeism
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	2-Emerging		
	7	A	2-Emerging		
	8	A	3-Developing		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	2-Emerging		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	2-Emerging	k-5 effective teachers	need for middle school improvement in teacher effectiveness

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address	Evidence Tier	Evidence Link (s) or URLS	
Effective Instruction	Need improvement in ELA and Math achievement data (on NJSLA and local benchmark assessment)	<p>Lack of instructional Staff</p> <p>Learning Gaps in students knowledge due to the COVID pandemic</p> <p>Curriculum was not aligned with priority standards in ELA and mathematics</p>	All students	1	Implement daily administrative walk-throughs	Administrators to conduct daily walkthroughs to provide teacher feedback; conducted to address quality of instruction and monitor implementation of best practices.	Moderate	file:///C:/Users/admin/Deskt
				2	Partnership with NJPSA, William Paterson, and Danielson Group to provide Professional Development and Admin. and teacher coaching	PD for leadership and teachers		file:///C:/Users/rmccormick/
				3	Choosing and Aligning curricular resources that closely align and meet the needs of the New Jersey Student Learning Standards.	aligned curriculum and resources with standards	Moderate	https://www.edreports.



Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address	Evidence Tier	Evidence Link (s) or URLs
Social and Emotional Learning	Increased Incidents of Discipline referrals	High incident of students experiencing Trauma (some caused by the pandemic)	economically disadvantaged	1 Social Emotional Professional Development for staff on Trauma Informed practices and supports for students	Trauma informed practices PD for staff and additional supports	Moderate	https://docs.google.com .
				2 Parent workshops for parents and caregivers on how to recognize trauma and seek support for students at home	reaching out to school community and providing best practices around trauma	Moderate	https://drive.google.com .
				3 Tier 2 and Tier 3 Clinical Mental Health Service for students within the school	In school clinical counseling	Moderate	https://drive.google.com .



Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address	Evidence Tier	Evidence Link (s) or URLS
Climate & Culture - Attendance/ Behavior	To reduce Student Chronic Absenteeism	Parents/Students' failure to understand the negative effects of Chronic absenteeism	All students	1 Meeting with parents at the beginning of the school year to emphasize the dangers of chronic absenteeism	Set up high expectations with school community around absenteeism	Promising	https://apertureed.com/reduce-
				2 Work with Attendance Officer to identify the reasons why students are chronically absent	Attendance Officer designated staff to monitor attendance data and immediate follow up	Moderate	https://blog.schoolsandacademi
				3 Provide incentives and interventions to improve student attendance	Incentives to promote positive outcomes	Moderate	https://www.attendanceworks.



Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address	Evidence Tier	Evidence Link (s) or URLS
Curriculum and Standards	Need improvement in Math achievement data (on NJSLA and local benchmark assessment)	Learning Gaps in students knowledge due to the COVID pandemic	all students	1 Implement new mathematics curricular programs that are aligned to New Jersey Student Learning Standards.	Aligning curricular resources to NJ standards	Moderate	https://www.edreports.com
		Math Curriculum was not aligned with priority standards in ELA and mathematics		2 Provide all teachers with professional development, coaching, and mathematics consulting support.	PD to support new curriculum program and best practices, ongoing cycle of support from coach	Moderate	https://docs.google.com/document/d/1
		Need of benchmarks to be aligned to curriculum and New Jersey Student Learning Standards		3 Implementation of Progress Monitoring for Every Student and provide interventions. Implement a data cycle data review after each interim assessment.	Progress Monitoring of all students and follow up data analysis after every testing window.	Moderate	https://docs.google.com/spreadsheets/
Need to develop math curriculum pacing that provides ample support to the development of priority standards							

SMART Goal 1

Through revamping of our curriculum, coaching cycles and using data to drive instruction, we will see a 10% growth in ELA , as measured by local benchmarks from fall to spring.

Priority Performance Need improvement in ELA and Math achievement data (on NJSLA and local benchmark assessment)

Target Population: All students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Complete and implement revised curriculum. Implement new Literacy Reading and writing program. Complete first data cycle to establish baseline of data for all students.	Student benchmark/diagnostic data Observations data walk-through data coaches feedback/ monthly reports
Feb 15	Complete two full cycles of support and observations of Literacy Teachers in K-8. Complete second data cycle to establish baseline of data for all students. Improve by 3% from Benchmark 1.	Student benchmark/diagnostic data Observations data walk-through data coaches feedback/ monthly reports
Apr 15:	Complete three full cycles of support and observations of Literacy Teachers in K-8. Complete second data cycle to establish baseline of data for all students. Improve by 7% from Benchmark 2.	Student benchmark/diagnostic data Observations data walk-through data coaches feedback/ monthly reports
Jul 1	Through revamping of our curriculum, coaching cycles and using data to drive instruction, we will see a 10% growth in ELA , as measured by local benchmarks from fall to spring.	Student benchmark/diagnostic data

Strategy 1 - Implement daily administrative walk-throughs

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Title(s) Assigned To
1	1	Administrators conduct daily walkthroughs	8/29/23	6/28/24	Administrators

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

Strategy 2 - Partnership with NJPSA, William Paterson, and Danielson Group to provide Professional Development and Admin. and teacher coaching

Action Steps

SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Title(s) Assigned To
1	2	Partner with NJPSA to provide leadership coaching/ contractual	9/1/23	6/28/24	CSA
2	2	Partner with William Paterson to provide teacher/contractual	9/1/23	6/28/24	CSA, School Business Administrator, School Principal
3	2	Partner with Danielson Group/contractual	9/1/23	6/28/24	CSA, School Business Administrator, School Principal

Step Numbe	Strategy	Action Steps	Start Date	End Date	Title(s) Assigned To
4	2	Schedule partnerships to provide services in the school building	9/1/23	6/28/24	CSA, School Business Administrator, School Principal
5	2	Schedule Professional Development for teacher trainings on best practices	9/1/23	6/28/24	CSA, School Business Administrator, School Principal, School supervisors and coaches

Budget Items

SMART Goal 1 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	William Paterson Partnership	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$12,000	ESSER/ESSER II/ARP
1	NJPSA FEA	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$9,000	ESSER/ESSER II/ARP
3	Partnership for Professional Development through the Danielson Group	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$4,500	ESSER/ESSER II/ARP

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Professional Development for Instructional Best Practices and Content Knowledge for ELA	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$4,342	SIA

Strategy 3 - Choosing and Aligning curricular resources that closely align and meet the needs of the New Jersey Student Learning Standards.

Action Steps

SMART Goal 1 - Strategy 3

Step Number	Strategy	Action Steps	Start Date	End Date	Title(s) Assigned To
1	3	Teachers and instructional support staff (inclusive of supervisors and coaches) worked collaboratively to develop curricular pacing guide	8/1/23	9/29/23	School Administrator, Supervisors, Instructional coaches, Teachers
2	3	Basic Skills Teachers and IAs work on curricular resources for students in need of Interventions	9/1/23	7/31/24	School Administrator, Supervisors, ESEA Director, Instructional coaches, Basic Skills Teachers, and Instructional Assistants

Step Numbe	Strategy	Action Steps	Start Date	End Date	Title(s) Assigned To
3	3	Provide students with tutoring services while using the new ELA curricular program resources that are closely aligned to the NJ Student Learning Standards	9/1/23	6/28/24	School Administrator, Supervisors, ESEA Director, Instructional coaches, Basic Skills Teachers, and Instructional Assistants

Budget Items

SMART Goal 1 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Basic Skills Staff working with students	INSTRUCTION - Personnel Services - Salaries / 100-100	\$67,415	SIA
1	Summer 2023 Planning with staff- Curriculum	INSTRUCTION - Personnel Services - Salaries / 100-100	\$79,728	ESSER/ESSER II/ARP
3	Tutoring Services for students in ELA	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$14,078	SIA
2	Basic Skills Staff - Medical Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$43,146	SIA

SMART Goal 2

By the end of the school year reduce the rate of suspension and behavior incident reporting by 5% by implementing clinical mental health supports for every student.

Priority Performance

Increased Incidents of Discipline referrals

Target Population:

economically disadvantaged

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of quarter 1, provide all staff with Social Emotional Professional Development for staff on Trauma Informed practices and supports for students	Professional Development calendar
Feb 15	Screen all students in NHCCS for Mental Health and Trauma concerns. Provide parents/guardians with information on Mental Health services available to their child in the school and provide options to request additional services or opt out.	Surveys, referrals data, parent workshops flyers
Apr 15:	Provide ongoing mental health supports for students in need and maintain access to mental health counselors in the building that maintain a case load	Mental Health quarterly reports from Effective School Solutions Mental Health monthly reports from New Life Counseling
Jul 1	By the end of the school year reduce the rate of suspension and behavior incident reporting by 5% by implementing clinical mental health supports for every student.	suspensions data incident reports data

Strategy 1 - Social Emotional Professional Development for staff on Trauma Informed practices and supports for students

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Title(s) Assigned To
1	1	Provide Mental Health/Trauma Informed Professional Development for staff	8/29/23	6/28/24	School Business Office, School Administrators, Social Worker, Student Support Staff

Budget Items

SMART Goal 2 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Trauma informed Professional Development to staff	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,000	Other Federal

Strategy 2 - Parent workshops for parents and caregivers on how to recognize trauma and seek support for students at home

Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Title(s) Assigned To
1	2	New Life Parent Workshops	10/3/23	6/28/24	School Business Office, School Administrators, New Life Mental Health Services counselors, Social Worker
2	2	ESS Parent Workshop	9/1/23	6/28/24	School Business Office, School Administrators, New Life Mental Health Services counselors, Social Worker

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

Strategy 3 - Tier 2 and Tier 3 Clinical Mental Health Service for students within the school

Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Title(s) Assigned To
1	3	Contract New Life Counseling and Mental Health Services to provide Clinical supports on site for students	10/3/23	8/30/24	School Business Office, School Administrators, School Social Worker, New Life Mental Health Services counselors
2	3	Receive and review Monthly reports from New Life Counseling services	10/3/23	8/30/24	School Business Office, School Administrators, School Social Worker, New Life Mental Health Services counselors
3	3	Contract Effective School Systems (ESS) to provide Clinical supports on site for Tier 2 - Mental Health Services to students	8/1/23	8/30/24	School Business Office, School Administrators, School Social Worker, ESS Mental Health Services counselor, Social Worker
4	3	Provide Mentorship programming for students	9/1/23	6/28/24	School Business Office, School Administrators, School Social Worker,

Budget Items

SMART Goal 2 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	HIB, Conflict Resolution, and mentorship programming for students	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$6,000	State/Local
4	Workshop for middle school girls	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,500	State/Local
1	New Life Tier 2 and Tier 3 Mental Health Services on-site for students	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$60,000	ESSER/ESSER II/ARP
3	ESS Tier 2 Mental Health Services on-site for students	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$80,000	Other Federal

SMART Goal 3

SMART GOAL 3:

By June 2024, New Horizons Community Charter School (NHCCS) will reduce Chronic Absenteeism by 10%.

Priority Performance To reduce Student Chronic Absenteeism

Target Population: All students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	A meeting will be held by NHCCS stakeholders to evaluate the effectiveness of the attendance policy. Areas that need strengthening will be identified and steps taken to rectify the situation.	Meeting notes Meeting agenda
Feb 15	Student Chronic Absenteeism will be reduced by 5 % A meeting will be held to discuss successes and shortcomings. A plan will be laid out on how to move forward	Attendance Reports
Apr 15:	Student Chronic Absenteeism will be reduced by 8 %. Successful strategies will be identified and these will continue to be utilized in order to improve Student Attendance.	Attendance Reports
Jul 1	SMART GOAL 3: By June 2024, New Horizons Community Charter School (NHCCS) will reduce Chronic Absenteeism by 10%.	Attendance Reports

Strategy 1 - Meeting with parents at the beginning of the school year to emphasize the dangers of chronic absenteeism

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Title(s) Assigned To
1	1	Parent/Caregivers meeting regarding Attendance Matters	8/29/23	9/29/23	School Principal, ESEA Director

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

Strategy 2 - Work with Attendance Officer to identify the reasons why students are chronically absent

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Title(s) Assigned To
1	2	Attendance Officer personally reaches out to students that are absent and gathers on a spreadsheet/PowerSchool reasons why students are absent	9/1/23	6/28/24	School Principal, ESEA Director, Attendance Officer

Budget Items

SMART Goal 3 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
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Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Hiring and Maintaining an Attendance Officer	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$20,000	State/Local

Strategy 3 - Provide incentives and interventions to improve student attendance

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Title(s) Assigned To
1	3	Purchase incentives for students with perfect attendance and improved attendance	9/1/23	6/28/24	School Principal, ESEA Director, Attendance Officer

Budget Items

SMART Goal 3 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Student Incentives	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,500	State/Local

SMART Goal 4

Through revamping of our curriculum and implementation of new curricular programs, coaching cycles and using data to drive instruction, we will see a 10% growth in Mathematics passing scores, as measured by local benchmarks from fall to spring.

Priority Performance Need improvement in Math achievement data (on NJSLA and local benchmark assessment)

Target Population: all students

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Complete and implement revised curriculum. Implement new Math program aligned to the NJSLA. Complete first data cycle to establish baseline of data for all students.	Student benchmark/diagnostic data Observations data walk-through data coaches feedback/ monthly reports
Feb 15	Complete two full cycles of support and observations of Mathematics Teachers in K-8. Complete second data cycle to establish baseline of data for all students. Improve by 3% from Benchmark 1.	Student benchmark/diagnostic data Observations data walk-through data coaches feedback/ monthly reports
Apr 15:	Complete three full cycles of support and observations of Literacy Teachers in K-8. Complete second data cycle to establish baseline of data for all students. Improve by 7% from Benchmark 2.	Student benchmark/diagnostic data Observations data walk-through data coaches feedback/ monthly reports
Jul 1	Through revamping of our curriculum and implementation of new curricular programs, coaching cycles and using data to drive instruction, we will see a 10% growth in Mathematics passing scores, as measured by local benchmarks from fall to spring.	Student benchmark/diagnostic data

Strategy 1 - Implement new mathematics curricular programs that are aligned to New Jersey Student Learning Standards.

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Title(s) Assigned To
1	1	Evaluate different programs and testing platforms for students	8/1/23	9/29/23	School Business Administrator, Administrators, Math Supervisor, Technology Coordinator, Instructional Coaches, Teachers
2	1	Purchase and implement iReady online testing platform for student interventions and Diagnostic Assessment	9/1/23	10/31/23	School Business Administrator, Administrators, Math Supervisor, Technology Coordinator, Instructional Coaches
3	1	Purchase and implement NWEA online testing platform for student Benchmarks and growth data	9/1/23	10/31/23	School Business Administrator, Administrators, Math Supervisor, Technology Coordinator, Instructional Coaches
4	1	Provide students with tutoring services while using the new mathematics curricular program that is closely aligned to the NJ Student Learning Standards	9/1/23	6/28/24	School Administrator, Supervisors, Instructional coaches, Teachers

Budget Items

SMART Goal 4 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	iReady intervention online purchase	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$30,000	State/Local
3	NWEA MAP Assessments platform purchase	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$7,250	State/Local
4	Tutoring in Mathematics for students	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$14,077	SIA

Strategy 2 - Provide all teachers with professional development, coaching, and mathematics consulting support.

Action Steps

SMART Goal 4 - Strategy 2

Step Number	Strategy	Action Steps	Start Date	End Date	Title(s) Assigned To
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Step Numbe	Strategy	Action Steps	Start Date	End Date	Title(s) Assigned To
1	2	Provide teachers with NWEA Professional Development to support using the online platform and student data reports extracted from the platform	9/1/23	6/28/24	School Business Administrator, Administrators, Math Supervisor, Technology Coordinator, Instructional Coaches
2	2	Provide teachers with iReady Professional Development to support using data after the Diagnostic Assessments for student growth	9/1/23	6/28/24	School Business Administrator, Administrators, Math Supervisor, Technology Coordinator, Instructional Coaches
3	2	Provide teachers with Professional Development on Instructional Best Practices and content knowledge acquisition for Mathematics	9/1/23	8/30/24	School Administrator, Supervisors, Instructional coaches, Teachers
4	2	Provide Mathematics coaches to support coaching of classroom teachers	9/1/23	6/28/24	School Business Administrator, Administrator, Supervisors, Instructional coaches, Teachers

Budget Items

SMART Goal 4 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Mathematics coaches will be hired during the 2023-2024 school year	INSTRUCTION - Personnel Services - Salaries / 100-100	\$300,000	State/Local
2	iReady Professional Development	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$2,200	State/Local
1	NWEA Professional Development	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$3,960	State/Local
3	Professional Development services in Instructional Best Practices and Mathematics content knowledge	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$4,342	SIA

Strategy 3 - Implementation of Progress Monitoring for Every Student and provide interventions. Implement a data cycle data review after each interim assessment.

Action Steps

SMART Goal 4 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Title(s) Assigned To
1	3	After each testing window of iReady, review data to see what each student needs for academic growth	9/1/23	6/28/24	Math Supervisor, Instructional Coaches, teachers
2	3	After each testing window of NWEA, review data to see what each student needs for academic growth	9/1/23	6/28/24	Math Supervisor, Instructional Coaches, teachers

Budget Items

SMART Goal 4 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	NWEA Data Review (company on-site Professional Development with teachers focused on data reporting)	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$500	State/Local

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$300,000	\$0	\$0	\$0	\$79,728	\$0	\$67,415	\$0	\$447,143
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$43,910	\$0	\$0	\$0	\$25,500	\$0	\$0	\$0	\$69,410
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$343,910	\$0	\$0	\$0	\$105,228	\$0	\$67,415	\$0	\$516,553
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$20,000	\$0	\$0	\$0	\$0	\$0	\$28,155	\$0	\$48,155
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$43,146	\$0	\$43,146
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$8,500	\$0	\$0	\$0	\$60,000	\$85,000	\$8,684	\$0	\$162,184
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$2,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,500
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		\$31,000	\$0	\$0	\$0	\$60,000	\$85,000	\$79,985	\$0	\$255,985
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
Total Cost			\$374,910	\$0	\$0	\$0	\$165,228	\$85,000	\$147,400	\$0	\$772,538

Overview of Total Title 1 Expenditures

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

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools)
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.
x	Effective Instruction
x	Social and Emotional Learning
x	Climate & Culture - Attendance/Behavior
x	Curriculum and Standards
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: Stephen Webb

Title: School Principal

Date: 04/03/2024

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: TOM OMWEGA
 Title: Business Administrator
 Date: 04/15/2024

ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and
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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.
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The following certifications are for districts with schools identified as CII and pursuant to N.J.A.C.6A:33-4.1(e):

x	The district is aware of the requirement to hire a leadership coach for building principals and has begun the process of developing expectations for the leadership coach and principal.
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x	The district assures additional Board of Education (BOE) training was completed by each BOE member in governance and oversight to strengthen their knowledge and understanding of their governance and oversight responsibilities.
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x	The district submitted the requisite Resource Distribution Report and assures strategies listed in report were attempted in conjunction and to support this Annual School Plan.
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Certified By: Rhonda Wilson
 Title: Chief School Administrator
 Date: 07/15/2024