

Bayonne Alternative High School

District: BAYONNE CITY

County: HUDSON

Team: North

School Identification: CSI

Targeted Subgroup NA

CDS: 170220010

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	Leslie Duran	Yes	No	No		
Community Member	Chelsea Aceti	Yes	No	No		
Student Representative	Jayden Rivera	Yes	No	No		
Principal	Richard Baccarella	Yes	Yes	Yes		
Assistant Principal	Monique Bullock	Yes	Yes	Yes		
Chief of Academic Officer	Dr. Wachera Ragland-Brown	Yes	Yes	Yes		
Supervisor Of Special Services	Noelia Lago	Yes	Yes	Yes		
Supervisor Of Special Services	Stefanie Tych	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Guidance Counselor	Michael Vazquez	Yes	Yes	Yes		
Teacher	Anthony Weimmer	No	No	Yes		
Secretary	Laurette McGuckin	No	Yes	No		
School Phycologist	Keirstin Lasher	No	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
03/30/2023	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/03/2023	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/26/2023	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	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)
Small group instruction	All major subjects for 10th grade	SPED and Targeted tier 2 students	Yes	No	Yes	We did not launch small group as intended, thus effecting our evidence of impact. To that end, as a result of engaging in small group instruction 0 out of 9 students obtained total required credits for grade promotion.
Small group instruction	All major subjects for 11th grade	SPED and Targeted tier 2 students	Yes	No	Yes	We did not launch small group as intended, thus effecting our evidence of impact. To that end, as a result of engaging in small group instruction 2 out of 7 students obtained total required credits for grade promotion.

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.		Algebra 1 Participants (2) ELA 09 Participants (2) ELAGPA (11th grade) participants (38) MATGPA (11th grade) participants (36)	Based on students enrollment, we need to increase the number of students participation in the NJSLA. Notify parents when testing will be taking place.
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/		Science participants (36)	Based on students enrollment, we need to increase the number of students participation in the NJSLA Science. Notify parents when testing will be taking place.

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.		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					We do not have benchmark assessments as we are an alternative night high school. It is a self-paced, independent learning schedule.	N/A
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	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		
		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	We do not have benchmark assessments as we are an alternative night high school. It is a self-paced, independent learning schedule.	N/A
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	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
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	We do not have benchmark assessments as we are an alternative night high school. It is a self-paced, independent learning schedule.	N/A
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	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
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-1%	N/A	Due to an increase in ELL population, the ACCESS for ELL's will be given in 2024.

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	Monthly enrollment data provided for 2023 school year. Sept - 168 Oct - 175 Nov - 179 Dec- 194 Jan - 193 Feb - 201 Mar - 227 Apr - 251 May - 254 Monthly enrollment data provided for 2022 school year. Sept-133 Oct-133 Nov-135 Dec-134 Jan-140 Feb-161 Mar-190 Apr-221 May-236 June-223	We have a very transient population. We have an influx of students transferring in and out of the alternative high school throughout the year. Enrollment is closed as of April to ensure students have ample time to establish credits.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

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%	Monthly Attendance data provided for the 2022-23 school year. Sept - 65.22% Oct - 61.26 % Nov - 56.53% Dec - 54.46% Jan - 54.19% Feb - 51.42% Mar - 53.30% Apr - 46.21% Monthly Attendance data provided for 2021-22 school year. Sept-70.72% Oct-67.14% Nov-53.65% Dec-54.71% Jan-62.26% Feb-59.06% Mar-57.2% Apr-54.86% May-55.24% June-51.11%	During the first, second, and third marking period students attendance on average were above 50%.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.00%	Monthly CA Rates data provided for 2022-23 school year.	Majority of our enrolled student's fall within the chronic absenteesim category. Rate have stayed consistent between both school years.
		Subgroup 1 YTD Chronic	0.00%	Total Student: 91.5% Hispanic/ Latino: 91.7% Black: 92.9% White: 89.0 % Multi = 100%	
		Subgroup 2 YTD Chronic Absenteeism	0.00%	Monthly CA Rates data provided for 2021-22 school year. Total Student: 92.7% Hispanic/ Latino: 91.6% Black = 94.9 % White = 95.1 % Mixed = 87.5%	
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%	Monthly Staff attendance data provided for 2022 school year.	99% of staff were present.
				Sept-33 Oct-34 Nov-34 Dec-33 Jan-31 Feb-34 Mar-33 Apr-33 May-33 June-34	

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%	Student Suspension data provided for 2022-23 school year	Suspension rates have increase during the 2022-23 school year.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%	19.1 % year to date	
		Student Suspension YTD Average - In School for Subgroup 2	0.00%	Student Suspension data provided for 2021-22 school year.	
		Student Suspension YTD Average - Out of School	0.00%	8.9% year to date	
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		We did not engage in a culture and climate survey.	We did not engage in a culture and climate survey.

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	<p>What interventions are in place for students at risk? Examples of what could cause a student to be at risk:</p> <ul style="list-style-type: none"> * under credited * chronically absent * frequent suspension <p>(* - Data suppressed)</p>		<p>NJ Graduation Rate: 90.6%</p> <p>4yr Rate-29.0%</p> <p>5yr Rate-38.9%</p>	<p>What interventions can we put in place to support students on the individual mastery tracks?</p> <p>What can we do to ensure students graduate on-time or transfer back to day school?</p> <p>Gradation rate at the Bayonne Alternative High School are extremely low.</p> <p>We noticed a 9% increase in graduation rate for 5 year track students.</p>

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.			We have no additional data to share at this time.	We can continue to do more to support students in their path to post-secondary education. Less than 50% of our graduates continue with higher education.
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT	Test	% of Students in School	We do not currently offer this assessment to our students.	What ways can we provide these additional supports to alternative students?
		Participating in PSAT	0		
		Participating in SAT	0		
		Participating in ACT	0		
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	62	We currently have 46 students enrolled in Algebra I.	We need to increase the percentage of students to receive credits for Algebra I.
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	*	50% of 46 students are on track to receive credits.	
		% 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 		N/A	N/A

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Alternate Pathway	all students who are students of Bayonne AHS are students who were at-risk for not graduating at all. As a result, they transfer from day school to the alternative night school approach to help them get on track for graduation. Many students return to day school.	N/A	N/A

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	2-Emerging	Utilize data to drive instructional success to align with focused standards.
	2	A	2-Emerging	
	3	A	2-Emerging	
	4	A	2-Emerging	
	5	A	2-Emerging	
Assessment	1	A	2-Emerging	Develop assessments (i.e., summative, formative, and pre-assessment) in all major content areas. These assessment will provide data to be utilized in further instruction as well as differentiation and intervention.
	2	A	1-Not Addressed	
	3	A	1-Not Addressed	
Professional Learning Community (PLC)	1	A	1-Not Addressed	Increase available time for staff to implement collaborative time to plan for instruction and analysis of assessment data. Implement time for professional training in order to achieve our smart goals.
	2	A	1-Not Addressed	
	3	A	2-Emerging	
	4	A	2-Emerging	

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 2-Emerging	We are establishing a team focused leadership plan to increase buy in and overall climate for staff and students.	Continue to address the needs of student engagement in learning. Teachers will frequently differentiate instruction based on formative assessment data. Continue to include student climate data to better the instructional experience.
	2	A 2-Emerging		
	3	A 2-Emerging		
	4	A 3-Developing		
	5	A 2-Emerging		
	6	A 2-Emerging		
	7	A 2-Emerging		
	8	A 2-Emerging		
	9	A 3-Developing		
	10	A 3-Developing		
	11	A 2-Emerging		
	12	A 2-Emerging		
	13	A 1-Not Addressed		
	14	A 1-Not Addressed		
Teacher and Principal Effectiveness	1	A 2-Emerging	We have identified a lack of evaluation to provide feedback to leaders and staff.	Provide professional training to leaders on evaluations for instruction feedback.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	In the 2021-22 school year, 11 out of 77 (14.3%) of 9th graders received credits for grade promotion: 12 out of 56 (21.4%) of 10th graders received credits for promotion: 5 out of 34 of 11th graders received credits for grade promotion: 37 out of 53 (69.8%) of 12th graders received credits for grade promotion.	Why? Students are not meeting the requirements to receive credit	Schoolwide	1	IXL
		Why? Students are not given clear daily objectives		2	
		Why? Students are not organized by grade level or proper subgroups to form appropriate learning communities.		3	Student Engagement: multiple pathways to build interest and re-establish engagement among our students
		<p>Why? Staff to student ratio. Students are not provided with individualized modifications to suit their learning needs.</p> <p>Root Cause: Given limited resources, teachers are not equipped to provide appropriate differentiation, and effective instruction to the diverse learners in their courses, leading to limited work completion which results in lack of credits obtained each year.</p>			

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	<p>The average Chronic Absenteeism rate for students in the 2021-22 school year was 92.7%, compared to the state average of 19.8%</p> <p>The average attendance rate for students in the 2021-22 school year was 58.60%</p>	<p>Why? Increased levels of depression, anxiety, and stress among youth has increased</p> <p>Why? Students are withdrawn from staff, peers, and school related demands</p> <p>Why? Students are experiencing difficulty establishing personal, academic, and future goals</p> <p>Why? Students are not provided with adequate tools and resources within the school setting to support their social and emotional needs</p> <p>Root Cause: Students are not provided adequate social emotional resources to access their full academic potential.</p>	Schoolwide	1	School-Connect
				2	
				3	

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?)	
Graduation Rate	Four year graduation rate is 35.6%, while 5-year graduation rate is 38.9% reflecting a rate that is significantly lower than state average of 90.9% and 92.5%	Why? Students are not obtaining sufficient credits to graduate on time	Schoolwide	1	Check & Connect program
		Why? Students are focused on external factors (i.e., jobs, children, unstable housing, family conflict, legal matters)		2	
		Why? Students are missing school resulting in missed hours to complete assignments given the students belief that way can make-up the work prior to the end of the school year		3	
		<p>Why? Program is promoted as an opportunity to gain credits fast misleading students to believe they can complete the necessary work in a short period of time</p> <p>Why? To encourage students who have fallen behind in credits to get back on track for a 4 year graduation plan</p> <p>Root Cause: Many students have not sufficiently adapted to a high school credit system, which may be enabled by enrollment staff members and students end up not completing necessary work to gain credit resulting in delayed graduation or aging out of the school system.</p>			

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	Students are not obtaining the required credits needed for promotion in mathematics. We have a small number of students who take NJSLA assessments as well.	Why? Students are not meeting the requirements to receive credit	Schoolwide	1	IXL
		Why? Students are not given clear daily objectives		2	
		Why? Students are not organized by grade level or proper subgroups to form appropriate learning communities.		3	Student Engagement: multiple pathways to build interest and re-establish engagement among our students
		<p>Why? Staff to student ratio. Students are not provided with individualized modifications to suit their learning needs.</p> <p>Root Cause: Given limited resources, teachers are not equipped to provide appropriate differentiation, and effective instruction to the diverse learners in their courses, leading to limited work completion which results in lack of credits obtained each year.</p>			

SMART Goal 1

By June 2024, BAHS students will see a minimum of a 5% increase across grade level for credits received for promotion.

Priority Performance In the 2021-22 school year, 11 out of 77 (14.3%) of 9th graders received credits for grade promotion: 12 out of 56 (21.4%) of 10th graders received credits for promotion: 5 out of 34 of 11th graders received credits for grade promotion: 37 out of 53 (69.8%) of 12th graders received credits for grade promotion.

Strategy 1: IXL

Strategy 2:

Strategy 3: Student Engagement: multiple pathways to build interest and re-establish engagement among our students

Target Population: Schoolwide

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	The academic school year will be broken into four marking periods. 100% of students will receive a progress report at the end of the marking period identifying percent assignment completion towards final grade. This will be evaluated per course enrolled.	Progress Reports
Feb 15	A mid year check-in with 100% of students and parents will be held (via, in-person or virtual conference) to address progress and assignment completion towards credit per course.	Progress Reports Parent and Student Signature Required

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	An individual learning plan will be created for 100% of students who fell below 75% completion rate per course.	Individualized Learning Plan Parent, Student, and Teacher Signature Required
Jul 1	By June 2024, BAHS students will see a minimum of a 5% increase across grade level for credits received for promotion.	Realtime Reports

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Teacher will review created progress reports, Individual Learning Plan form and provide feedback to make any necessary adjustments	9/5/23	9/15/23	
1	1	Create a folder per content area with all of the assignments and break down how many assignments students must complete each quarter to create quarterly progress reports.	7/4/23	7/7/23	
2	3	Teacher's will participate in PLC training to effective engagement for student's within alternative education	9/5/23	6/20/24	
2	1	Create quarterly progress report per content area to reflect the number assignments students must complete each quarter to be on track to earn credits for the course	7/11/23	7/14/23	
3	1	Create an Individual Learning Plan form to be completed by content teacher for students who are 75% below of completing their course assignments	7/18/23	7/21/23	
3	3	Create a student survey to establish needs for supporting engagement within Language Arts	7/11/23	7/28/23	
4	1	Purchase IXL License for 9-12 ELA	7/18/23	9/1/23	
4	3	Student's will be selected to participate in student engagement workshops	9/8/23	6/20/24	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teacher will review created progress reports, Individual Learning Plan form and provide feedback to make any necessary adjustments	INSTRUCTION - Personnel Services - Salaries / 100-100	\$12,800	SIA
2	Teacher's will participate in PLC training to effective engagement for student's within alternative education	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$3,000	SIA
1	Teacher will review created progress reports, Individual Learning Plan form and provide feedback to make any necessary adjustments (receive PD to support this action)	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$2,750	SIA
4	Purchase IXL License for 9-12 ELA	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$2,750	SIA
4	Student's will be selected to participate in student engagement workshops (stiped to pay presenter for worshops)	INSTRUCTION - Other Purchased Services / 100-500	\$3,000	SIA

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	<p>100% of students who have received more than 10 school absences year to date a written noticed will be sent to parent/guadian/student on the 4th, 8th, and 10th days of absence. The BAHS committee will review records of 100% of students with absenses exceeding 10 days. Written notification of the BAHS committee's decsion will be sent to 100% of parent/guardian/students and guidance counselors.</p> <p>70% of students will complete at least 50% of the 10 week SEL program.</p>	<p>Realtime Student Absent Management System Written notification sent to parent/guardian/student Phone Log Wellness Checks - Attendance Officer</p>
Apr 15:	<p>100% of student's exceeding 11 or more school absenses will be scheduled for an attendance hearing with BAHS committee. Parent/guardian and student will be required to attend an in-person/virutal hearing with adminstrator and guidance counselor. An individualized student plan will be created while the student remains on a probationary period.</p> <p>70% of students will complete 100% of the 10 week SEL program.</p> <p>70% of students will meet with a Project Support Counselor to review program and take a follow-up survey.</p>	<p>Attendance Hearing Letter Attendance Hearing Outcome Individualized Student Plan Counselor Log</p>
Jul 1	<p>By June 2024 the chronic absenteeism rate for BAHS will see a year-over-year reduction from 92.7% to 87.7%.</p>	<p>Realtime Data</p>

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Purchase School Connect 4.0 for site location	8/31/23	6/30/24	
2	1	Provide Staff with Professional Development on School Connect 4.0	9/5/23	10/31/23	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Teachers and students will be trained and begin to utilize Restorative practices to support behavior and decision making	9/1/23	6/21/24	
4	1	Develop a Attendance Committee to monitor students chronic absenteeism	9/12/23	6/11/24	

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Paid staff Attendance Committee to monitor students chronic absenteeism	INSTRUCTION - Personnel Services - Salaries / 100-100	\$5,400	SIA
2	Professional Development Training in (School Connect 4.0)	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$1,000	SIA Carryover
1	Purchase Building SEL program (School Connect) for site	INSTRUCTION - Other Purchased Services / 100-500	\$3,500	SIA Carryover
3	Staff salaries to attend Restorative PD	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$7,000	SIA
3	Restorative PD	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$30,000	SIA

SMART Goal 3

By June 2024 the four year graduation rate will increase from 35.6% to 40.6%.

By June 2024 the 5 year graduation rate will increase from 38.9% to 43.9%.

Priority Performance Four year graduation rate is 35.6%, while 5-year graduation rate is 38.9% reflecting a rate that is significantly lower than state average of 90.9% and 92.5%

Strategy 1: Check & Connect program

Strategy 2:

Strategy 3:

Target Population: Schoolwide

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Guidance will review 100% of students course requirements and ensure each student has the required sequence of courses needed to graduate. 100% of student schedules/ transcripts will be updated and monitored.	Transcripts
Feb 15	Review first and second marking progress reports to identify students, who have completed 50% or less of course requirements.	Transcripts Progress Reports Parent/Student/Staff Meetings

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Review first and second marking progress reports to identify students, who have completed 75% or less of course requirements. An individualized student plan will be created for each student at or below this target.	Transcripts Progress Reports Parent/Student/Staff Meetings Individualized Learning Plan
Jul 1	By June 2024 the four year graduation rate will increase from 35.6% to 40.6%. By June 2024 the 5 year graduation rate will increase from 38.9% to 43.9%.	Realtime Data (i.e., Rate of Graduation report)

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Purchase Check and Connect Manual	8/21/23	6/30/24	
2	1	Provide Professional Development Training to Staff on Check and Connect program	9/5/23	10/31/23	
4	1	Student's will be selected to participate in student engagement workshops for career readiness	10/3/23	12/1/23	
4	1	Support students with Mentorship Program	9/12/23	6/30/24	
5	1	Develop a SEL committee for staff to create plans to support students social and emotional learning	8/15/23	9/8/23	

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Purchase Check and Connect	INSTRUCTION - Other Purchased Services / 100-500	\$2,750	SIA Carryover
5	Paid SEL committee for staff to create plans to support students social and emotional learning	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$5,000	SIA Carryover
4	Student's will participate in mentorship workshop and workshops stiped to pay presenter for worshops	SUPPORT SERVICES - Other Purchased Services / 200-500	\$3,000	SIA
3	Student's will be selected to participate in student engagement workshops stiped to pay presenter for worshops	SUPPORT SERVICES - Other Purchased Services / 200-500	\$3,000	SIA

SMART Goal 4

By June 2024, BAHS students will see a minimum of a 5% increase across grade level for credits received for promotion.

Priority Performance Students are not obtaining the required credits needed for promotion in mathematics. We have a small number of students who take NJSLA assessments as well.

Strategy 1: IXL

Strategy 2:

Strategy 3: Student Engagement: multiple pathways to build interest and re-establish engagement among our students

Target Population: Schoolwide

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	The academic school year will be broken into four marking periods. 100% of students will receive a progress report at the end of the marking period identifying percent assignment completion towards final grade. This will be evaluated per course enrolled.	Progress Reports
Feb 15	A mid year check-in with 100% of students and parents will be held (via, in-person or virtual conference) to address progress and assignment completion towards credit per course.	Progress Reports Parent and Student Signature Required
Apr 15:	An individual learning plan will be created for 100% of students who fell below 75% completion rate per course.	Individualized Learning Plan Parent, Student, and Teacher Signature Required

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2024, BAHS students will see a minimum of a 5% increase across grade level for credits received for promotion.	Realtime Data

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Provide professional development training to staff to increase student engagement and interest	8/29/23	6/20/24	
1	1	Create a folder per content area with all of the assignments and break down how many assignments students must complete each quarter to create quarterly progress reports.	7/4/23	7/7/23	
2	1	Create quarterly progress report per content area to reflect the number assignments students must complete each quarter to be on track to earn credits for the course	7/11/23	7/14/23	
2	3	Student's will be selected to participate in engagement workshops	9/12/23	6/20/24	
3	1	Create an Individual Learning Plan form to be completed by content teacher for students who are 75% below of completing their course assignments	7/18/23	7/21/23	
3	3	Create a student needs assessments to establish supports needed within the classroom for engagement in Math	7/18/23	7/28/23	
4	3	Develop SEL Committee to develop plans to support students social and emotional needs	9/5/23	6/18/24	
4	1	Teacher will review created progress reports, Individual Learning Plan form and provide feedback to make any necessary adjustments	9/5/23	6/21/24	
5	1	Purchase IXL License for 9-12 Math	8/31/23	6/30/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
6	1	Provide Professional Development training to Staff	9/5/23	10/31/23	
7	1	Students will use IXL to supplement skills and instruction; teachers will use this data to progress monitor	9/6/23	6/21/24	

Budget Items

SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Develop Data Committee to collect and analyze data to drive instructional practices	INSTRUCTION - Personnel Services - Salaries / 100-100	\$5,000	SIA

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$0	\$0	\$23,200	\$0	\$23,200
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$8,500	\$1,000	\$9,500
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$3,000	\$6,250	\$9,250
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$34,700	\$7,250	\$41,950
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$7,000	\$5,000	\$12,000
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$30,000	\$0	\$30,000
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$6,000	\$0	\$6,000
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$43,000	\$5,000	\$48,000
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$0	\$0	\$0	\$0	\$0	\$0	\$77,700	\$12,250	\$89,950

Overview of Total Title 1 Expenditures

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

School Level Certification Page

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

Title: Vice Principal

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:

x	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Dennis C Degnan
 Title: Assistant Superintendent of Schools
 Date: 07/10/2023

ASP District CSA Certification and Approval Page

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

Certified By: John Niesz
Title: Superintendent of Schools
Date: 07/10/2023