

Henry E. Harris Community School

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220050

# Annual School Planning 2024-2025

## 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	Yesenia Rogers	Yes	Yes	Yes		
Community Member	Kenneth Kopacz	Yes	Yes	Yes		
Principal	Maria Kazimir	Yes	Yes	Yes		
Assistant Principal	Luisa Jaros	Yes	Yes	Yes		
Guidance Counselor	Kaitlyn Ballance	Yes	Yes	Yes		
Special Education Teacher/Data Team	Catherine Cerreta	Yes	Yes	Yes		
General Education Teacher/Data Team	Danielle Raslowsky	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Administrative Assistant	Debra Baran	Yes	Yes	Yes		

### ASP ESEA Required Stakeholder Groups Assurance

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

#### Comments

### ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
03/25/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/08/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/29/2024	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/06/2024	Smart Goal Development	Yes	Yes

## Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
IXL Diagnostic Arena/Pinpointed Levels/Personalized Instruction	English Language Arts (Grades 3-8)	All students; specifically Students with Disabilities	No	Yes	Yes	The Average Diagnostic Score from September 2023 through May 2024 for Grades 3-8 has INCREASED on average 13.8 points. Grade 3: +11 points, Grade 4: +4 points, Grade 5: +18 points, Grade 6: + 8 points, Grade 7: +15 points, Grade 8: + 27 points. We are no longer continuing with this Intervention due to the District not supplying it for the 2024-2025 school year.	Yes
i-Ready Personalized Instruction	English Language Arts (Grades KDG-2)	All students; specifically Students with Disabilities	Yes	Yes	Yes	The Average Achievement Percentage for Grades KDG-2 all INCREASED from the Fall 2023 Diagnostic to the Winter 2024 Diagnostic. Grades KDG: +5%, Grade 1: +8%, Grade 2:+ 19%. Grade 2 was also +5% OVER the District Average.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Orton-Gillingham Multi-Sensory Program	Reading	All students; specifically Students with Disabilities	Yes	Yes	Yes	Students were serviced with 180 minutes of Orton Gillingham individualized instruction. The five students varying from grades two through eight were assessed using DRA 3. In September midyear in January and will be done once more at the end of May. The DRA 3 levels all increased by at least 2 levels showing growth in decoding and fluency. A Spelling inventory (Words Their Way) was done in September, January and will be done once more at the end of May. The students showed they were able to recall previous spelling patterns along with new material taught. The SORT (Slosson), a word in isolation assessment, showed growth for all students. This showed growth in vocabulary and high frequency words.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
IXL Diagnostic Arena/Pinpointed Levels/Personalized Instruction	Math (Grades 3-8)	All Students; specifically Students with Disabilities	No	Yes	Yes	The Average Diagnostic Score from September 2023 through May 2024 for Grades 3-8 has INCREASED on average 11.8 points. Grade 3: +10 points, Grade 4: +10 points, Grade 5: +9 points, Grade 6: + 8 points, Grade 7: +15 points, Grade 8: + 19 points. We are no longer continuing with this Intervention due to the District not supplying it for the 2024-2025 school year.	Yes
ST MATH	Math (Grades KDG-8)	All Students; specifically Students with Disabilities	Yes	Yes	Yes	After completing ST Math learning objectives, students on average scored higher on math post-quizzes than pre-quizzes. The average pre quiz score is about 56.56 and the average post quiz score is about 68.57. Hence the average quiz score grew by 12 percentage points and the associated average effect size is 0.43.	Yes
i-Ready Personalized Instruction	Math (Grades KDG-2)	All Students; specifically Students with Disabilities	Yes	Yes	Yes	The Average Achievement Percentage for Grades KDG-2 all INCREASED from the Fall 2023 Diagnostic to the Winter 2024 Diagnostic. Grades KDG: +15%, Grade 1: +7%, Grade 2: +6%. Grade 2 was also +1% OVER the District Average.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Second Step SEL Program	Social Emotional Learning	All students; specifically Students in Grades 6-8	Yes	Yes	Yes	Second Step Program is an intervention used in Grades KDG through 8 that is research based aimed to help students build social-emotional skills such as: nurturing positive relationships, managing emotions, & setting goals, so students can thrive in life and school. Students and Parents/Guardians need to become more aware of the differences between conflict and bullying. By continuing with this program, we hope to see a decrease in the amount of HIB cases throughout the year that are not deemed as HIB, but rather as conflict. Out of 11 cases, only 5 were founded in the 2023-2024 school year for Grades KDG-8 which is a DECREASE from the year before with	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
						26 cases and 6 founded. In Grades 6-8 there were 9 cases and 4 founded for the 2022-2023 school year. For the 2023-2024 school year there was a DECREASE with 4 cases and only 1 founded.	
Panorama Survey	Social Emotional Learning	All students; specifically Students in Grades 6-8	Yes	Yes	Yes	In Grades 3-5: Positive Feelings only had (-1) change since the Spring 2023 survey. The following areas showed the most negative gain: Engagement: -7 Social Awareness: -2 Supportive Relationships: -4 Sense of Belonging -4. and Emotion Regulation -2. In Grades 6-12: Supportive Relationships and Positive Feelings showed zero change since the Spring 2023 survey. The following areas showed the most negative gain: Engagement: -7 Sense of Belonging: -5 Social Awareness: -3 and Emotion Regulation -2.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention ?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Student Assistance Counselor (SAC) small group and individualized counseling.	Social Emotional Learning	All students; specifically Students in Grades 6-8	Yes	Yes	Yes	The Second Step Program is an intervention used in Grades KDG through 8 that is research based aimed to help students build social-emotional skills such as: nurturing positive relationships, managing emotions, & setting goals, so students can thrive in life and school. Students and Parents/Guardians need to become more aware of the differences between conflict and bullying. By continuing with this program, we hope to see a decrease in the amount of HIB cases throughout the year that are not deemed as HIB, but rather as conflict. This program is also implemented by our SAC counselor to help identify students who require small group or	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
						individual counseling based on the interactive lessons completed throughout the year (specifically in Grades 6-8). In Grades 6-8 there were 9 cases and 4 founded for the 2022-2023 school year. For the 2023-2024 school year there was a DECREASE with 4 cases and only 1 founded.	
Attendance Works Program	All Areas	All students; specifically Students with Disabilities	Yes	Yes	Yes	The attendance rate for the 2022-2023 school year was 93.07% and the attendance rate for the 2023-2024 school year (as of 05/08/24) is 94.10%. Our attendance rate improvement increased from the previous year by 1.03%.	Yes
Establish & Implement an Attendance Committee; Attendance Committee will analyze and look for observations & trends from data on Realtime monthly reports	All Areas	All students; specifically Students with Disabilities	Yes	Yes	Yes	The attendance rate for the 2022-2023 school year was 93.07% and the attendance rate for the 2023-2024 school year (as of 05/08/24) is 94.10%. Our attendance rate improvement increased from the previous year by 1.03%.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
Monthly attendance letters distributed to Parents/Guardians of students who demonstrate trends of chronic absenteeism.	All Areas	All students; specifically Students with Disabilities	Yes	Yes	Yes	The attendance rate for the 2022-2023 school year was 93.07% and the attendance rate for the 2023-2024 school year (as of 05/08/24) is 94.10%. Our attendance rate improvement increased from the previous year by 1.03%.	Yes

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends		
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a href=http://www.nj.gov/education/schools/achievement/ target="_blank">Link</a> to website with access to reports.	Student Group	ELA	Math	Alg1	Alg2	Geo	<p>ELA Schoolwide: We did meet the Annual Target.</p> <p>ELA White: We did meet the Annual Target.</p> <p>ELA Hispanic: We did meet the Annual Target.</p> <p>ELA Black/African American: We did meet the Annual Target.</p> <p>ELA Economically Disadvantaged Students: We did meet the Annual Target.</p> <p>ELA Students with Disabilities: We did NOT meet the Annual Target.</p> <p>Math Schoolwide: We did NOT meet the Annual Target.</p> <p>Math White: We did NOT meet the Annual Target.</p> <p>Math Hispanic: We did NOT</p>	<p>In ELA, Students with Disabilities and White Students Student Groups are an area of weakness and DID NOT MEET the Annual Target (was both BELOW the State &amp; the District); will require additional support and interventions for the upcoming school year.</p> <p>In ELA SCHOOLWIDE, Grades 4 &amp; 7 showed gains ABOVE the State, BUT below the District</p> <p>In ELA WHITE students, all grades are BELOW the State.</p> <p>In ELA STUDENTS WITH DISABILITIES, Grade 3 showed gains</p>		
		Schoolwide	47.3 %	25.1%	*						
		White	46.3 %	28.4%	*						
		Hispanic	48.5 %	21.6%	*						
		Black or African American	40.8 %	12.2%	*						
		Asian, Native Hawaiian, or Pacific Islander	64.3 %	64.3%	*						
		American Indian or Alaska Native	*	*	*						
		Two or More Races	*	*	*						
		Female	56.5 %	20.5%	*						
		Male	40.4 %	28.6%	*						
		Economically Disadvantaged Students	37.5 %	19.7%	*						
		Non-Economically Disadvantaged Students	58.3 %	31%	*						
		Students with Disabilities	13.4 %	*	*						
		Students without Disabilities	56.2 %	29.1%	*						
		English Learners	15.8 %	*	*						
Non-English Learners	48.9 %	26.1%	*								

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		
		Homeless Students	*	*	*			meet the Annual Target.	ABOVE the State.
		Students in Foster Care	*	*	*			Math Black/African American: We did NOT meet the Annual Target.	In ELA, Performance Trends from 2021-2022 to 2022-2023
		Military-Connected Students	*	*	*			Math Economically Disadvantaged Students: We did NOT meet the Annual Target.	showed an INCREASE in Grades 3, 4, 5, 7 and a DECREASE in Grades 6 & 8.
		Migrant Students	*	*	*				
		Non-Binary / Undesignated Gender	*	*	*				
								<p>Math Students with Disabilities: We did NOT meet the Annual Target.</p> <p>In ELA PERFORMANCE:            Grade 3: 3% below the State Average            Grade 4: 4% above the State Average            Grade 5: 7% below the State Average            Grade 6: 14% below the State Average            Grade 7: 7% above the State Average            Grade 8: 13% above the State Average</p> <p>In Math PERFORMANCE:            Grade 3: 14% below the State Average</p>	<p>In ELA, Proficiency INCREASED from 21-22 to 22-23 by 5.4%, but DECREASED in Growth 16%.</p> <p>In Math, ALL subgroups are an area of weakness and DID NOT MEET the Annual Target (was both BELOW the State &amp; the District), specifically Students with Disabilities and White Student Subgroups; will require additional</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>Grade 4: 12% below the State Average            Grade 5: 9% below the State Average            Grade 6: 23% below the State Average            Grade 7: 15% below the State Average            Grade 8: 2% below the State Average</p> <p>ELA Performance Trends from 21-22 to 22-23            Grade 3: 3.2% INCREASE            Grade 4: 7.8% INCREASE            Grade 5: 7.4% INCREASE            Grade 6: 15.7% DECREASE            Grade 7: 27.9% INCREASE            Grade 8: 1.4% DECREASE</p> <p>MATH Performance Trends from 21-22 to 22-23            Grade 3: 2.7% DECREASE            Grade 4: 1.0% INCREASE            Grade 5: 30.8% INCREASE            Grade 6: 7.0% DECREASE            Grade 7: 4.9% INCREASE            Grade 8: 16.3% INCREASE</p> <p>NJSLA Achievement Growth ELA (Same Students, Consecutive Grades)            From Grades 3-4: 14%</p>	<p>support and interventions for the upcoming school year.</p> <p>In MATH SCHOOLWIDE, ALL Grades were BELOW both the State and District.</p> <p>In MATH WHITE students, all grades are BELOW the State.</p> <p>In MATH STUDENTS WITH DISABILITIES, Grade 5 showed gains ABOVE the State.</p> <p>In MATH, Performance Trends from 2021-2022 to 2022-2023 showed an INCREASE in Grades 4, 5, 7 &amp; 8 and a DECREASE in Grades 3 &amp; 6.</p> <p>In MATH, Proficiency INCREASED from 21-22 to 22-23 by 6%,</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>INCREASE From Grades 4-5: SAME From Grades 5-6: 6% DECREASE From Grades 6-7: 11% INCREASE From Grades 7-8: 9% INCREASE ALL GRADES: 6% INCREASE</p> <p>NJSLA Achievement Growth Math (Same Students, Different Grades) From Grades 3-4: 2% DECREASE From Grades 4-5: 2% INCREASE From Grades 5-6: 4% INCREASE From Grades 6-7: 2% INCREASE From Grades 7-8: 7% INCREASE From Grade 7 - Algebra 1: 17% INCREASE ALL GRADES: 3% INCREASE</p> <p>ELA Year 21-22 to 22-23 Special Ed.: 8% INCREASE Year 21-22 to 22-23 504.: 5% INCREASE Year 21-22 to 22-23 General</p>	<p>but DECREASED in Growth 16%.</p> <p>Other factors contributing to overall NJSLA scores for 2023-2023:</p> <p>School has 2 out of 3 classes in each grade-level with Inclusion and they are at maximum capacity.</p> <p>Large class sizes: Classes have maximum capacity of IEP students in each inclusion class with 504 students.</p> <p>Grades 4-8 have self-contained classes.</p> <p>Grade 3 has resource room.</p> <p>Grades 3-8 students are receiving</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>Ed.: 8% INCREASE</p> <p>MATH Year 21-22 to 22-23 Special Ed.: 6% INCREASE Year 21-22 to 22-23 504.: 1% DECREASE Year 21-22 to 22-23 General Ed.: 6% INCREASE</p>	<p>excessive services and are being pulled out of classes for the following: multi-sensory, speech therapy, occupational therapy, physical therapy, and counseling services.</p> <p>Inclusion &amp; Title 1 teachers were utilized to cover classrooms due to sub shortage, therefore limiting services to students they service.</p> <p>Grade 4 had NO inclusion teacher for 4 months as well as 2 out of 3 inclusion classes.</p> <p>Grade 5 had a new/weak inclusion teachers; 2 teachers resigned at the end of the year (1 ELA, 1 inclusion).</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				<p>Grade 6 had a WEAK Math teachers who was transferred at the end of the year; 2 inclusion teachers and 1 inclusion teacher resigned at the end of the year.</p> <p>Grade 7 had 2 out of 3 inclusion classes; 1 new teacher (ELA) resigned at the end of the year.</p> <p>Grade 8 had 2 out of 3 inclusion classes; Math teacher on maternity leave from September 22 through December 22; 1 teacher (ELA) was transferred to an Administrator position and her replacement did not come until the end of November 22.</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Science*	NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>	NJSLA-S				In Grade 5, 22% of students scored a Level 3 or 4 and are considered proficient.	<p>In Grade 5, all subgroups are an area of weakness, specifically Students with Disabilities &amp; Hispanic population, and will require additional support and interventions for the upcoming school year.</p> <p>In Grade 5, HEH was the SAME as the District Average.</p> <p>In Grade 8, all subgroups are an area of weakness, specifically Students with Disabilities &amp; White population, and will require additional support and interventions for the upcoming school year.</p> <p>In Grade 8, HEH was BELOW the District</p>
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	22%	4%			
		White	21%	6%			
		Hispanic	29%	4%			
		Black or African		0%			
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	26%	0%			
		Male	20%	8%			
		Economical ly	17%	2%			

Data Source	Factors to Consider	Prepopulated Data (Column not editable)				Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11	<p>SUBSCORES Grade 8 Year 21-22: All BELOW the District Year 22-23: All BELOW the District</p>	<p>Average (-11%).  All grades are BELOW the District Average by 6%.</p>
		Non-Economical	26%	7%			
		Students with	13%	0%			
		Students without	25%	6%			
		English Learners					
		Non-English	22%	4%			
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
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	We met the Standard in Both ELA and Math by having a 47% growth in both ELA and Math.	Overall, both MATH & ELA met the Standard and each had 47% growth which is TYPICAL.
		Schoolwide	47%	47%		
		White	47%	57%	Hispanic = HIGHER growth in ELA BY 0.5%	
		Hispanic	45.5%	45%		
		Black or African American	55.5%	46.5%	Female = HIGHER growth in ELA by 13.5%	
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native			Economically Disadvantaged Students = HIGHER growth in Math by 5%	
		Two or More Races	*	*		
		Female	59%	45.5%	4 of the Student Groups had a HIGHER growth in Math	In ELA, Students with Disabilities DID NOT MEET the target with only 30% growth.
		Male	43.5%	49.5%		
		Economically Disadvantaged	43%	48%		
		Non-Economically Disadvantaged				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math		<p>District &amp; Statewide Median Growth by 10%.</p> <p>In ELA, Grades 4-8 all showed TYPICAL GROWTH.</p> <p>In ELA, Grade 4 had the HIGHEST Typical growth and Grade 6 had the LOWEST Typical growth.</p> <p>In Math, Grades 4-7 all showed TYPICAL GROWTH and grade 8 had no data to display.</p> <p>In Math, Grade 6 had the HIGHEST Typical growth and Grade 7 had the LOWEST Typical growth.</p> <p>In ELA, Performance Levels 1 &amp; 2 showed LOW Growth. Performance Levels 3</p>
		Students with Disabilities	30%	41.5%		
		Students without Disabilities				
		English Learners	60.5%	*		
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students	*	*		
		Migrant Students				
		Non-Binary / Undesignated Gender				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				<p>&amp; 4 showed TYPICAL Growth and Performance Level 5 showed HIGH Growth.</p> <p>In Math, Performance Level 1 showed LOW Growth. Performance Levels 2, 3 &amp; 4 showed TYPICAL Growth and Performance Level 5 had NO DATA to display.</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					Cycle 3, in Grades KDG through 2 did not meet the 95% participation rate in ELA and Math (was 0%) . This is due to not taking the I-Ready Benchmark 3 at the time this information was reported.	We did not reach the 95% participation rate in Cycle 2 for Grades KDG through 2 in ELA and Math due to I-Ready only being administered 3 times per year (was not administered at the time this was reported).
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	100%	0%	0%		
		1	100%	100%	0%	0%		
		2	100%	100%	0%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	0%		
		5	100%	100%	100%	0%		
		6	100%	100%	100%	0%		
		7	100%	100%	100%	0%		
		8	100%	100%	100%	0%		
		9	0%	0%	100%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
		<b>Math</b>						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	100%	100%	0%	0%		
		1	100%	100%	0%	0%		
		2	100%	100%	0%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	0%		
		5	100%	100%	100%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		6	100%	100%	100%	0%		
		7	100%	100%	100%	0%		
		8	100%	100%	100%	0%		
		9	100%	100%	100%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment (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	Cycle 1, Grades 1, 2, 5, and 6 had the largest percentage of students meeting or exceeding proficiency in ELA in 2023-2024 on I-Ready or Link It! Assessments.  Cycle 2, Grades KDG and 2 had the largest percentage of students meeting or exceeding proficiency in ELA in 2023-2024 on I-Ready or link It! Assessments.  Cycle 3, Grades 5, 6, and 8 had the largest percentage of students meeting or exceeding proficiency in ELA in 2023-2024 on I-Ready or Link It! Assessments.	In ELA, Grades 3-8 all showed an INCREASE in School Performance from Form A-C.  Grades 5 & 6 were ABOVE the District Average for Form C.  Grades 5 through 7 were ABOVE the District Average for Form C in Special Ed.  Overall, in ELA HEH was ABOVE the District Average for Form C in Special Ed.  Overall Achievement From A to C increased by 25%.  Attendance Concerns: Students are removed from instructional days due to lengthy vacations. Multiple illnesses due to seasonal concerns
		K	16%	53%	0%	0%		
		1	35%	27%	0%	0%		
		2	28%	42%	0%	0%		
		3	13%	12%	22%	0%		
		4	19%	14%	38%	0%		
		5	27%	33%	47%	0%		
		6	30%	26%	45%	0%		
		7	5%	19%	38%	0%		
		8	16%	17%	45%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%	(allergies, flu, COVID, RSV, etc). Focus on attendance needs to be on Grades 1 and 7.	
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment (Proficiency) 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	Cycle 1, Grades 1 and Algebra 1 had the largest percentage of students meeting or exceeding proficiency in Math in 2023-2024 on I-Ready or Link It! Assessments.  Cycle 2, Grades KDG, 2, and Algebra 1 had the largest percentage of students meeting or exceeding proficiency in Math in 2023-2024 on I-Ready or Link It! Assessments.  Cycle 3, Grades 3, 4, and Algebra 1 had the largest percentage of students meeting or exceeding proficiency in Math in 2023-2024 on I-Ready or Link It! Assessments.	In Math, Grades 3-8 all showed an INCREASE in School Performance from Form A-C.  Grades 7 & 8 were ABOVE the District Average for Form C.  Grades 4 through 8 were ABOVE the District Average for Form C in Special Ed.  Overall, in MATH, HEH was ABOVE the District Average for Form C in Special Ed.  Overall Achievement From A to C increased by 12%.  Attendance Concerns: Students are removed from instructional days due to lengthy vacations. Multiple illnesses due to
		K	4%	29%	0%	0%		
		1	29%	15%	0%	0%		
		2	10%	26%	0%	0%		
		3	10%	2%	32%	0%		
		4	18%	15%	45%	0%		
		5	14%	13%	19%	0%		
		6	13%	7%	21%	0%		
		7	9%	4%	29%	0%		
		8	0%	1%	13%	0%		
		9	57%	84%	100%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%	seasonal concerns (allergies, flu, COVID, RSV, etc). Focus on attendance needs to be on Grades 1 and 7.	
		12	0%	0%	0%	0%		
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K- 12).	Percent of English Learners Making Expected Growth to				21.4%	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	642	Sept. 23: 649 students Oct. 23: 647 students Nov. 23: 643 students Dec. 23: 639 students Jan. 24: 629 students Feb. 24: 633 students March 24: 642 students April 24: 638 students  As of 05/01/24:  638 total students enrolled  PRE-K : 39 students KDG: 52 students Grade 1: 63 students Grade 2: 62 students Grade 3: 71 students Grade 4: 65 students Grade 5: 77 students Grade 6: 74 students Grade 7: 59 students Grade 8: 75 students Out of District: 0 students  Females = 285 students Males = 385 students Non-Binary = 0 students General Education Students = 522	The average enrollment is around 640 students for the 23-24 school year and remained steady throughout the year with the exception of September 2023 (649 students) and February 2024 (633 students).  Enrollment has decreased from the 2022-2023 school year from 662 students to 638 students (as of May 1, 2024).  The 4 year average enrollment (20-21 to 23- 24) is 643 students.  Grades 2-6 all have increased enrollment from the 23-24 school year.  Students with disabilities subgroup enrollment dropped from 20.5% in the 22-23 school year
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			Inclusion Students = 80 Self-Contained Students = 36 (Total of IEP Students) = 116 students	to 18.2% in the 23-24 school year.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment 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	94.41%	From Sept 23 - March 24 the average attendance rate is 94.4% due to illness, sick days, and vacation with families that occurred throughout the school year.	Interventions include Teachers & Staff making daily phone calls and emails home to parents & guardians and keeping log sheets of communications.  Constant reminders of the importance of Attendance; posting Data from Attendance Matters on Schoology Pages, CLEVER, & SEE SAW for Parents/Guardians.  The attendance officer is contacted when students are absent for 2 consecutive days and a parent/guardian can not be contacted. Attendance Officers attempt to make contact and if contact is not made, they visit homes. Attendance Officers take families to court due to chronic absenteeism.
		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
				<p>Teachers incorporate activities and recognition awards /programs to motivate students to attend school and students are recognized for perfect and improved attendance.</p>

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	Overall YTD Chronic Absenteeism	0.00%	<p>As per the 22-23 NJ School Performance Report, we only met our target for chronic absenteeism in the Asian, Native Hawaiian, or Pacific Islander subgroup. 13.8% (4 students) were chronically absent versus 16% state average.</p> <p>We did not meet in the following categories:</p> <p>Schoolwide: 24% (149 students)            White: 20% (60 students)            Hispanic: 28.4% (55 students)            Black/African American: 30% (24 students)            Economically Disadvantaged: 27.5% (94 students)            Students with Disabilities: 41.2% (49 students)            English Learners: 21.9% (7 students)</p> <p>Grades with the largest number of chronically absent students:            Pre-K (30%), KDG (39%), &amp; Grade 6 (34%)</p>	<p>Interventions include Teachers &amp; Staff making daily phone calls and emails home to parents &amp; guardians and keeping log sheets of communications.</p> <p>Constant reminders of the importance of Attendance; posting Data from Attendance Matters on Schoology Pages, CLEVER, &amp; SEE SAW for Parents/Guardians.</p> <p>The attendance officer is contacted when students are absent for 2 consecutive days and a parent/guardian can not be contacted. Attendance Officers attempt to make contact and if contact is not made, they visit homes. Attendance Officers take families to court due to chronic absenteeism.</p>
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
					<p>Teachers incorporate activities and recognition awards /programs to motivate students to attend school and students are recognized for perfect and improved attendance.</p> <p>Other factors that contributed to chronic absenteeism was parents/guardians keeping children home out of an abundance of caution.</p>
Attendance Rate (Staff)*	<p>The average daily attendance for staff</p> <ul style="list-style-type: none"> <li>*Identify patterns by grade</li> <li>*Identify chronic absenteeism</li> <li>*Identify reasons for absenteeism</li> </ul>	Staff Attendance YTD	94.55%	<p>Sept. 23 = 97.62%</p> <p>Oct. 23 = 96.26%</p> <p>Nov. 23 = 95.43%</p> <p>Dec. 23 = 93.48%</p> <p>Jan. 24 = 94.71%</p> <p>Feb. 24 = 92.35%</p> <p>March = 92.50%</p> <p>Staff Attendance YTD (as of May 1. 24) = 94.67%</p>	Staff reasons for absenteeism included COVID illness, sick days, personal business days, and family sick days.

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			As per the 22-23 NJ School Performance Report:	Observations & Trends for Out of School Suspensions include:  Vaping Marijuana Use Social Media Harassment Fighting  Many of these suspensions included Grades 6-8 students.
		Student Suspension YTD Average - In School	0.00%	In-School Suspensions: 0.3% (2 students)	
		Student Suspension YTD Average - In School for Subgroup 1	0.00%	Out-of-School Suspensions: 2.0% (13 students)	
		Student Suspension YTD Average - In School for Subgroup 2	0.00%	Any Suspension: 2.3% (15 students)	
		Student Suspension YTD Average - Out of School	0.00%	Total # of School Days Missed due to out-of-School Suspensions; 112 days	
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family				

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)				N/A	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				

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.	Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution	N/A	N/A
		Statewide									
		White									
		Hispanic									
		Black or African American									
		Asian, Native Hawaiian, or Pacific Islander									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution		
		American Indian or Alaska Native									
		Two or More Races									
		Economically Disadvantaged Students									
		Students with Disabilities									
		English Learners									

Data Source	Factors to Consider	Prepopulated Data (Column not editable)								Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution		
		Homeless Students									
		Students in Foster Care									
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT									N/A	N/A

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	6		
		% 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	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks / 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	Based on the Realtime DOE Observation Counts (2023-2024) date*:  # Formal Observations: 103  # Non-Tenured R1: 13 # Non-Tenured R2: 23 # Non-Tenured R3: 14  # Tenured R1: 22 # Tenured R2: 30  # Teachers on a CAP: 0 # Scheduled: 16 # Completed: 87  #Highly Effective: #Effective: # Partially Effective: #Ineffective: 0	All teachers are on target to receive a 2.65 or higher on the Danielson evaluation.
		# Teachers to Evaluate	70		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	27		
		Cycle 2	28		
		Cycle 3	25		
		Cycle 4	22		

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< Other Indicators - NO DATA >

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## Comprehensive Needs Assessment Process Questions

1. Describe how the school planning team will disseminate the results of the comprehensive needs assessment and ensure all relevant stakeholders, including stakeholders outside of the ASP school planning team, receive this information in a timely and understandable manner?

HEH's School Planning Team will disseminate the results of the comprehensive needs assessment the following ways: 1. Data Team Members will analyze academic student data (NJSLA scores, Link It! and I-Ready Assessments, District Assessments, IXL, SAVAAS, School Performance Reports) and report findings to all staff at monthly Faculty Meetings and Staff Professional Development Days. 2. Teachers will then take the data and hold monthly Grade Level & Content Area PLC implemented discussions. 3. School Administrators (Principal & Assistant Principal) will hold presentations of the findings at school PTA Meetings. 4. Administrators (Principal & Assistant Principal) will meet with the district Chief Academic Officer each quarter to check-in and review progress.

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

School Administrators (Principal & Assistant Principal) will meet with our building PTA Executive Board and will present our Schools Comprehensive Needs Assessment. Discussions will be held on how the PTA can help plan and contribute to our schools goals and what we wish to achieve. For example, the PTA can sponsor and promote social activities that will help to contribute to the Social Emotional Learning (SEL) of our students through: Trunk or Treat outside in the schoolyard, our Annual Community Tree-Lighting in front of the school, Week of the Young Child Activities, Family Fitness Night, Brain-Show Family Night, Field-Day at the park, etc..

## Reflection and Growth Rubric

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	<p>All teachers at Henry Harris know the New Jersey Student Learning Standards &amp; Objectives for all of the curriculum areas that they teach. Teachers reference these standards &amp; objectives when creating their lesson plans on OnCourse. Formative &amp; Summative</p> <p>Assessments are given throughout each marking period as well as District Assessments being administered at the end of each marking period. In addition we also have I-Ready and Link It! Assessment administered during 3 windows. Our strengths also lie in our PLC Teams. Our grade-level PLC's meet on a weekly basis, while departmental PLC's take place each month. Within these PLC's, we are regularly addressing a set of guiding questions. Answers to these questions addressed in our PLC's are reflected in our curriculum units of study. In addition, our school follows the aligned components of our units of study as set forth by the district. We consistently use student data results to reflect on and revise all components to ensure tight alignment.</p>	<p>Henry Harris can benefit from dedicating additional time on consistently assessing students for intervention and enrichment through a multi-tiered system approach to determine student progress in meeting the SLO's and use this data to drive changes in instruction and unit design on a consistent basis. Our school can also benefit from collaborative sharing and modeling of instructional strategies/models/activities and resources that contribute to successful student outcomes based on the ongoing collaborative analysis of formative and summative assessment data.</p>
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Assessment	1	A	3-Developing	<p>Teachers, Directors, and Curriculum Writing Teams provide yearly Diagnostic and quarterly District Assessments, as well as Diagnostics tri-annually from I-Ready and Link It!. In addition, our schools utilize Teacher created formative &amp; summative assessments, Yearly Diagnostic Benchmark Assessments, as well as Diagnostic Assessments in I-Ready, ST MATH, IXL, and SAVAAS. The data from these assessments allow teachers to form groupings of learners and develop differentiated learning opportunities. Our school implements a tiered level of targeted interventions which are routinely assessed to determine the success of these interventions.</p>	<p>Our area of focus needs to be on Data Analysis of Diagnostic Assessments to further determine the level of knowledge during different times of the year. The data from these Diagnostics will also allow the teachers to develop individual learning plans and systems of support for all learners at Henry Harris. We also need to focus on having more check-ins throughout the year to assess progress and provide interventions as needed.</p>
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	<p>Teachers at each grade-level are provided with one period per week for Grade Level Planning and discussion of topics relevant to their students. Teachers are also provided with the opportunity for vertical articulation during our monthly Faculty Meetings. Time is given during monthly Faculty Meetings to discuss and share ideas at PLC's. School leaders also provide opportunities for teachers to share leadership responsibilities with the school community such as becoming members on school communities, PLC's, and faculty meeting presenters.</p>	<p>Our area of focus needs to be on finding more time for teacher collaboration and instructional planning. Due to the numerous pull-out services for students throughout the day as well specials and other scheduling conflicts throughout the school day, teacher collaboration time is limited and often unable to occur during preparation time during the week.</p>
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	<p>Our school motto of "Pride, Tradition, &amp; Spirit" along with our district motto of "Kindness, Respect, and Responsibility" are what drive our entire school community. Students and staff are expected to adhere to the traits in these mottos whether they are in-person or virtual. The District Code of Conduct is given to students, parents, &amp; guardians on our school and district websites. Teachers and Administration go over and discuss expectations of student behavior and any consequences. Within each classroom, teachers have also developed with students a classroom set of rules that are guided by the District Code of Conduct to ensure a safe environment where learning by all students at Henry Harris is implemented.</p>	<p>Henry Harris will benefit from educating new staff on the SGO's and how data is collected to achieve their goals. Although the district does provide training, more in depth explanations need to be provided to new teachers who are frequently overwhelmed. in addition, we need to carve out addition time to provide meaningful feedback to novice teachers who are eager to learn from constructive criticism.</p>
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A 3-Developing	<p>All teachers and administrators are evaluated on the Charlotte Danielson Model Framework for evaluation. All teachers and administrators have 2 established SGO's that implement multiple measures. All teachers and administrators have developed PDP's that align with the District, School, and Individual Goals.</p>	<p>Henry Harris will continue to focus on our school motto of "Pride, Tradition, and Spirit" as well as our district motto of "Kindness, Respect, and Responsibility" throughout the school year. We will also continue to focus on allowing additional time in the schedule for faculty and staff to have collegial meetings and arrive at resolutions in which staff are not on the same page. In addition, we need to continually educate parents/guardians on lessons that address student social emotional needs that can be reinforced at home. We will also continue with our Second Step SEL Lesson curriculum implementation in all classrooms. We will also focus on education both Parents/Guardians and Students on the differences of Conflict vs. Bullying.</p>

## Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	All students in ELA, specifically students with disabilities are in need to support their proficiency on NJSLA. Only 13.4% of students with disabilities Met or Exceeded Expectations on the Spring 2023 NJSLA compared to the state rate of 19.2% and a District rate of 14.7%.	<p>1. For the 2022-2023 school year, our school had 21.4% of students with disabilities, specifically 82 students in Grades 3-8, which is higher than most schools in the district.</p> <p>2. Poor Student Attendance Staff Leaves of Absences; weak inclusion teachers that left the district.</p> <p>3. Due to substitute teacher shortage, many inclusion teachers were pulled to cover classrooms, therefore limiting services to students they service.</p>	All students; specifically Students with Disabilities population				



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLs
		<p>4. Students pulled from ELA classrooms for other services such as speech and therapies as well as band and choir.</p> <p>5. Parents/Guardians with limited abilities themselves or limited language; unable to provide support to students at home.</p>		<p>1 I-Ready Personalized Instruction Online Program</p>	<p>I-Ready is an online program that will help teachers determine student’s needs, personalize their learning and monitor progress throughout the school year. I-Ready allows teachers to meet their students exactly where they are and provide data to increase student’s learning gains. I-Ready consists of two-parts: Diagnostic and Personalized Instruction. The Diagnostic is an adaptive assessment that adjusts its questions to suit every student’s needs. The purpose of the Diagnostic is to determine how to</p>	<p>Moderate , Promising</p>	<p><a href="https://www.evidenceforessa.org/program/i-ready-personalized-instruction-reading/">https://www.evidenceforessa.org/program/i-ready-personalized-instruction-reading/</a> <a href="https://ies.ed.gov/ncee/WWC/PracticeGuide/2">https://ies.ed.gov/ncee/WWC/PracticeGuide/2</a></p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
					<p>best support student learning. Personalized Instruction provides students with lessons based on their individual skill level and needs, so students can learn at a pace right for them. The lessons are fun and interactive to keep students engaged as they learn.</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLs
				2	<p>The Wilson Reading System/Orton-Gillingham Multi-Sensory Program</p> <p>The Wilson Reading System® is a complete curriculum for teaching reading to children in grades 3 and above who did not learn to read well in the primary grades. It focuses on phonics, but also emphasizes fluency, vocabulary, and comprehension. It uses a multisensory approach based on Orton-Gillingham methods. Teachers receive extensive professional development including (in the study) 70 hours of professional development.</p> <p>The Orton-Gillingham Approach is a</p>	Strong	<p><a href="https://www.evidenceforessa.org/program/wilson-reading-system/">https://www.evidenceforessa.org/program/wilson-reading-system/</a>  <a href="https://ies.ed.gov/ncee/WWC/PracticeGuide/29">https://ies.ed.gov/ncee/WWC/PracticeGuide/29</a></p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
					<p>direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method, program, or system. In the hands of a well-trained and experienced instructor, it is a powerful tool of exceptional breadth, depth, and flexibility.</p> <p>The essential curricular content and instructional</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
					<p>practices that characterize the Orton-Gillingham Approach are derived from two sources: first from a body of time-tested knowledge and practice that has been validated over the past 80 years, and second from scientific evidence about how individuals learn to read and write; why a significant number have difficulty in doing so; how having dyslexia makes achieving literacy skills more difficult; and which instructional practices are best suited for teaching such individuals to read and write.</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
					<p>The Orton-Gillingham Approach is most often associated with a one-on-one teacher-student instructional model. Its use in small group instruction is not uncommon. A successful adaptation of the Approach has demonstrated its value for classroom instruction. Reading, spelling and writing difficulties have been the dominant focus of the Approach although it has been successfully adapted for use with students who exhibit difficulty with mathematics.</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLs
				3	ARMS After-School Tutoring Program	Promising	<a href="https://ies.ed.gov/ncee/WWC/PracticeGuide/10">https://ies.ed.gov/ncee/WWC/PracticeGuide/10</a>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Effective Instruction	All students in Math, specifically students with disabilities are in need to support their proficiency on NJSLA. Less than 10% of students with disabilities Met or Exceeded Expectations on the Spring 2023 NJSLA compared to the state rate of 15.7% and a District rate of less than 10%.	<p>1. For the 2022-2023 school year, our school had 21.4% of students with disabilities, specifically 82 students in Grades 3-8, which is higher than most schools in the district.</p> <p>2. Poor Student Attendance Staff Leaves of Absences; weak inclusion teachers that left the district.</p> <p>3. Due to substitute teacher shortage, many inclusion teachers were pulled to cover classrooms, therefore limiting services to students they service.</p>	All students; specifically Students with Disabilities population				



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
		<p>4. Students pulled from ELA classrooms for other services such as speech and therapies as well as band and choir.</p> <p>5. Parents/Guardians with limited abilities themselves or limited language; unable to provide support to students at home.</p> <p>6. Pacing of certain skills or topics such as fractions, geometry, measurement and data tend to be later in the year during or after NJSLA is</p>		<p>1 I-Ready Personalized Instruction Online Program</p>	<p>I-Ready is an online program that will help teachers determine student’s needs, personalize their learning and monitor progress throughout the school year. I-Ready allows teachers to meet their students exactly where they are and provide data to increase student’s learning gains. I-Ready consists of two-parts: Diagnostic and Personalized Instruction. The Diagnostic is an adaptive assessment that adjusts its questions to suit every student’s needs. The purpose of the Diagnostic is to determine how to</p>	<p>Moderate , Promising</p>	<p><a href="https://www.evidenceforessa.org/program/i-ready-personalized-instruction-math/">https://www.evidenceforessa.org/program/i-ready-personalized-instruction-math/</a> <a href="https://ies.ed.gov/ncee/WWC/PracticeGuide/2">https://ies.ed.gov/ncee/WWC/PracticeGuide/2</a></p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
		administered.			best support student learning. Personalized Instruction provides students with lessons based on their individual skill level and needs, so students can learn at a pace right for them. The lessons are fun and interactive to keep students engaged as they learn.		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLs	
				2	ST Math (Spatial Temporal Math)	<p>ST Math is a Pre-K-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. Students build deep conceptual understanding, and schools and parents see proven, repeatable results.</p> <p>Through independent, third party validations as well as annual, transparent evaluations of results of all ST Math school cohorts, the careful use of language, scaffolding of content, and immediate informative</p>	Promising	<a href="https://www.evidenceforessa.org/program/st-math-spatial-temporal-math/">https://www.evidenceforessa.org/program/st-math-spatial-temporal-math/</a>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
					feedback has been shown to repeatedly double or triple growth in math proficiency.		
				3 ARMS After-School Tutoring Program		Promising	<a href="https://ies.ed.gov/ncee/WWC/PracticeGuide/10">https://ies.ed.gov/ncee/WWC/PracticeGuide/10</a>

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Climate & Culture - Attendance/ Behavior	All students, specifically students in Grades KDG and Grade 6, as well as our Students with Disabilities were chronically absent in the 2022-2023 school year. Percentage of students in Grade KDG chronically absent are 39% compared to the state at 24%, students in Grade 6, 34% compared to the state at 14% and Students with Disabilities 41.2% compared to the State Average of 16%.	<p>1. Many of our Students with Disabilities are bused to Henry Harris due to this not being their home school. Often these students miss the bus due to various reasons such as: oversleeping, not being outside when the bus arrives, multiple siblings that attend multiple schools, etc. Because of these reasons, students do not attend school on these days.</p> <p>2. Many parents are being overly cautious when their children say they don't feel well and are</p>	All students; specifically Students with Disabilities population				



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLs
		<p>keeping them home out of an abundance of caution.</p> <p>3. Many students are traveling for an extended period of time on vacation and out of the country.</p> <p>4. Parents/Guardians need additional guidance and education on the importance of attending school on a consistent basis.</p>		<p>1 Establish &amp; Implement an Attendance Committee; Attendance Committee will analyze and look for observations &amp; trends from data on Realtime/Genesis monthly reports; hold monthly attendance meetings with Attendance Officer Parent/Guardians and Students who are chronically absent.</p>	<p>Establish an Attendance Committee consisting of various stakeholders: Administration, Guidance Counselors, Teachers, &amp; Attendance Officer. The Attendance Committee will utilize Real Time/Genesis Data Reports. The Realtime/Genesis Student Information System tracks attendance minute by minute, period by period, and day by day. Attendance records are updated immediately giving you valuable information when you need it. Realtime/Genesis lets you</p>	<p>Demonstrates a Rationale</p>	<p><a href="https://www.attendanceworks.org/">https://www.attendanceworks.org/</a> <a href="https://files.eric.ed.gov/fulltext/ED614717.pdf">https://files.eric.ed.gov/fulltext/ED614717.pdf</a></p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
					<p>automatically generate letters to parents based on your defined criteria. All required State and Federal attendance reports are easily created since you can customize your attendance information to meet the requirements of your school, your district, and your state. Since it's an integrated program, medical staff, disciplinary team, faculty and administration are easily able to track attendance, develop trends and catch potential issues before they become problems. You can print daily attendance lists, daily summary</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLs
					<p>listings, check-in/out reports, re-admit slips, cumulative daily absences reports, and practically any document you require. The Attendance Committee will analyze these Realtime/Genesis attendance reports to identify students who demonstrate trends of chronic absenteeism on a monthly basis. The Attendance Committee will hold monthly attendance meetings with Attendance Officer Parent/Guardians and Students who are chronically absent.</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
				2 Parent/Guardian Attendance Education and Engagement: School and Attendance Committee will promote attendance awareness and educate parents/guardians on attendance policies/procedures and the importance of attending school on a regular basis.	Research has indicated that the adverse social, emotional and academic impact of missing too much school is highest among students and families most affected by educational inequities. Left unaddressed, chronic absence will dramatically increase the number of students struggling with reading, writing and math and escalate dropout rates. Existing attendance and truancy practices are woefully inadequate given today's unprecedented levels of chronic absenteeism.	Demonstrates a Rationale	<a href="https://www.attendanceworks.org/files.eric.ed.gov/fulltext/EJ1196789.pdf">https://www.attendanceworks.org/files.eric.ed.gov/fulltext/EJ1196789.pdf</a>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
					<p>Through the implementation of the Attendance Committee and Attendance Works; collaborates with schools, districts, states, communities and organizations to ensure that everyone recognizes that chronic absence is a serious issue that can be addressed using a positive, problem-solving approach grounded in an understanding of educational inequities.</p> <p>The Attendance Works Teaching Attendance Curriculum is designed to equip school leaders, teachers and school support staff with</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
					<p>an understanding of chronic absence, as well as guidance and resources to improve attendance in grades K-12.</p> <p>Informational and Educational newsletters and infographics will be posted on social media and send home in the form of letters, informational sessions held during PTA Meetings, Back to School Night and Parent/Teacher Conferences.</p>		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS	
				3	<p>Rewards &amp; Incentives: Celebrate Student Attendance &amp; Achievements</p>	<p>Acknowledging the importance of students simply being in school, will make student attendance part of HEH's accountability system. Holding Attendance Assemblies each marking period to acknowledge students who have achieved Perfect Attendance. Conducting monthly classroom incentives such as extra gym periods for classes who achieve perfect attendance for the month.</p>	<p>Strong</p>	<p><a href="https://files.eric.ed.gov/fulltext/ED600426.pdf">https://files.eric.ed.gov/fulltext/ED600426.pdf</a></p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
Social and Emotional Learning	<p>In Grades 3-5, students' Emotion Regulation, how well students regulate their emotions, has continued to decline from 41% to 39% and on the Panorama Survey from Fall of 2023 to the Spring of 2024.</p> <p>In Grades 6-8, students' Engagement, how attentive and invested students are in class, has continued to decline from 32% to 24% on the Panorama Survey from Fall of 2023 to the Spring of 2024.</p>	<p>1. Parents/Guardians do not fully understand the difference between conflict and bullying, therefore passing their ideas onto their children and creating many unnecessary HIB investigations.</p> <p>2. Students do not fully understand the difference between conflict and bullying, therefore creating many unnecessary HIB investigations.</p> <p>3. Students come from stressful home environments and /or have experienced trauma.</p>	All students; specifically Students in Grades 3-8				



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
		<p>4. Students have never been taught how to deal with their emotions or tools/strategies they can implement to use in school and daily life.</p>		<p>1 Second Step Social Emotional Learning Program</p>	<p>Second Step® Middle School is a first-of-its-kind social-emotional learning curriculum that’s modern, web-based, and responsive to the needs of today’s students and educators. It’s underpinned by the latest research in adolescent brain development and social psychology. The result is a program that doesn’t just help kids do better in school; it helps them do better in life.</p> <p>Units in Second Step Middle School include the following: Mindsets &amp; Goals, Recognizing</p>	<p>Strong Demonstrates a Rationale</p>	<p><a href="https://www.evidencefoessa.org/program/second-step-social-emotional-learning/">https://www.evidencefoessa.org/program/second-step-social-emotional-learning/</a></p>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
					Bullying & Harassment, Thoughts, Emotions & Decisions, and Managing Relationships & Social Conflict.		



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLs
				2 Administration of Panorama Survey to Staff and Students	This survey will be administered online through your child's school, and will ask students questions related to their social-emotional skills and well-being, including positive and challenging feelings, emotion regulation, learning strategies, self-efficacy, self-management and supportive relationships. We will use the information we receive to guide conversations and plan support for students, and to guide the work that we do at the school and District level. We plan to administer the	Promising , Demonstrates a Rationale	<a href="https://www.panoramaed.com/">https://www.panoramaed.com/</a> <a href="https://ies.ed.gov/ncee/WWC/PracticeGuide/4">https://ies.ed.gov/ncee/WWC/PracticeGuide/4</a>



Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLs	
					survey in both the fall and spring, to continuously monitor the well-being of our students.			
				3	Student Assistance Counselor (SAC) small group and individualized counseling.	Based upon the results of the Panorama Survey, SAC Counselors will be utilized to provide assistance and support to students in need in the form of small group and individualized counseling.	Promising , Demonstrates a Rationale	<a href="https://www.panoramaed.com/">https://www.panoramaed.com/</a> <a href="https://ies.ed.gov/ncee/WWC/PracticeGuide/4">https://ies.ed.gov/ncee/WWC/PracticeGuide/4</a>

## SMART Goal 1

By June 1, 2025 at least 50% of all students; specifically our Students with Disabilities in Grades 3-8, will have increased their ELA I-Ready Score at least 10-30 points from their Diagnostic Window to Window 3.

Area of Focus                      Effective Instruction

Content Area                      English Language Arts

Priority Performance              All students in ELA, specifically students with disabilities are in need to support their proficiency on NJSLA. Only 13.4% of students with disabilities Met or Exceeded Expectations on the Spring 2023 NJSLA compared to the state rate of 19.2% and a District rate of 14.7%.

Target Population:                All students; specifically Students with Disabilities population

## Interim Goals

### SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>All students in Grades KDG-8 will have completed the ELA I-Ready Diagnostic and all students will have an individualized path/program of online lessons.</p> <p>All students in the Wilson Reading/Orton Gillingham Multi-Sensory Program will have completed the Beginning of the Year Diagnostic.</p> <p>All students in Orton Gillingham Multi-Sensory Program will complete monthly fluency assessments.</p> <p>Identify students for ARMS Tutoring ELA classes for Grades 3-8.</p> <p>Identify students for 100 Book Challenge for Grades KDG through Grade 2.</p>	<p>ELA I-Ready Diagnostic Levels Reports from teachers</p> <p>Beginning of the Year Wilson Reading/Orton Gillingham Diagnostic (DRA #3, Words Their Way, &amp; Sight Words) Reports</p> <p>Monthly Fluency Assessment Reports for students in the Orton Gillingham Multi-Sensory Program (Acadience K-6 &amp; Dibels 7-8)</p> <p>ELA ARMS Rosters for Grades 3-8</p> <p>100 Book Challenge Rosters</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	<p>All students in Grades KDG-8 will spend at least 40 minutes a week on their ELA I-Ready individualized online path/lessons.</p> <p>All students in Wilson Reading Program/Orton Gillingham Multi-Sensory Program will complete monthly fluency assessments.</p> <p>All students in Grades KDG-8 will have completed ELA I-Ready Window 2.</p> <p>At least 70% of students identified for ARMS Tutoring ELA classes in Grades 3-8 will be attending on a weekly basis.</p> <p>At least 70% of students identified for 100 Book Challenge in Grades KDG through Grade 2 will be attending on a weekly basis.</p>	<p>ELA I-Ready Diagnostic Levels Reports from teachers</p> <p>Monthly Fluency Assessment Reports for students in the Orton Gillingham Multi-Sensory Program (Acadience K-6 &amp; Dibels 7-8)</p> <p>ELA I-Ready Window 2 Reports from teachers</p> <p>Weekly ARMS Attendance Reports</p> <p>Weekly 100 Book Challenge Attendance Reports</p>
Apr 15:	<p>All students in Grades KDG-8 will spend at least 40 minutes a week on their ELA I-Ready individualized online path/lessons.</p> <p>All students in Wilson Reading/Orton Gillingham Multi-Sensory Program will complete monthly fluency assessments.</p> <p>All students in the Orton Gillingham Multi-Sensory Program will have completed the Middle of the Year Diagnostic.</p> <p>All students in Grades KDG-8 will have completed ELA I-Ready Window 3.</p> <p>At least 70% of students identified for ARMS Tutoring ELA classes in Grades 3-8 will be attending on a weekly basis.</p> <p>At least 70% of students identified for 100 Book Challenge in Grades KDG through Grade 2 will be attending on a weekly basis.</p>	<p>ELA I-Ready Reports from teachers</p> <p>Middle of the Year Wilson Reading/Orton Gillingham Diagnostic (DRA #3, Words Their Way, &amp; Sight Words) Reports</p> <p>Monthly Fluency Assessment Reports for students in the Wilson Reading/Orton Gillingham Multi-Sensory Program (Acadience K-6 &amp; Dibels 7-8)</p> <p>ELA I-Ready Window 3 Reports from teachers</p> <p>Weekly ARMS Attendance Reports</p> <p>Weekly 100 Book Challenge Attendance Reports</p>
Jul 1	<p>By June 1, 2025 at least 50% of all students; specifically our Students with Disabilities in Grades 3-8, will have increased their ELA I-Ready Score at least 10-30 points from their Diagnostic Window to Window 3.</p>	<p>ELA I-Ready Reports from teachers (Growth from Diagnostic to Window 3)</p>

## Strategy 1 - I-Ready Personalized Instruction Online Program

### Action Steps

#### SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	All students in Grades KDG through Grade 8 will have completed the I-Ready (Diagnostic) Window 1.	9/9/24	11/15/24	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.
2	1	All students in Grades KDG through Grade 8 will have completed the I-Ready Window 2.	11/19/24	2/14/25	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.
3	1	All students in Grades KDG through Grade 8 will have completed the I-Ready Window 3.	2/18/25	4/15/25	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
4	1	All students in Grades KDG through Grade 8 will complete I-Ready personalized path/instruction online plans.	9/9/24	5/30/25	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.

### Budget Items

#### SMART Goal 1 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	I-Ready Online Student Reading/ELA Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	State/Local

#### Strategy 2 - The Wilson Reading System/Orton-Gillingham Multi-Sensory Program

### Action Steps

#### SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	All students in the Wilson Reading/Orton Gillingham Multi-Sensory Program will have completed the Beginning of the Year Diagnostic (DRA #3; Reading Level, Words Their Way; Spelling Assessment, and Sight Words; High Frequency Words Assessment).	9/9/24	11/15/24	Multi-Sensory Reading Teachers, Administrators

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
2	2	All students in the Wilson Reading/Orton Gillingham Multi-Sensory Program will have completed the Middle of the Year Diagnostic (DRA #3; Reading Level, Words Their Way; Spelling Assessment, and Sight Words; High Frequency Words Assessment).	11/19/24	2/14/25	Multi-Sensory Reading Teachers, Administrators
3	2	All students in the Wilson Reading/Orton Gillingham Multi-Sensory Program will have completed the End of the Year Diagnostic (DRA #3; Reading Level, Words Their Way; Spelling Assessment, and Sight Words; High Frequency Words Assessment).	2/18/25	4/15/25	Multi-Sensory Reading Teachers, Administrators
4	2	Multi-Sensory Reading Teachers	9/4/24	6/18/25	Multi-Sensory Reading Teachers, Administrators
5	2	Student Completion Certificates for all atudents.	5/1/25	6/13/25	Multi-Sensory Reading Teachers, Administrators

## Budget Items

### SMART Goal 1 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Multi-Sensory reading Teacher Salary (2 Teachers)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$120,000	State/Local
1	Manipulatives for Beginning of Year Diagnostic.	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local
2	Manipulatives for Middle of Year Diagnostic.	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local
3	Manipulatives for End of Year Diagnostic.	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Student Completion Certificates	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local

### Strategy 3 - ARMS After-School Tutoring Program

#### Action Steps

##### SMART Goal 1 - Strategy 3

Step Number	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Teachers will identify students for after-school ARMS tutoring based upon NJSLA scores, Link It! scores, Yearly Averages, Teacher/Parent Recommendations	10/8/24	11/29/24	Classroom Teachers
2	3	Teachers will follow up with a phone call to all parent/guardians who refused or did not return the ARMS recommendation form	10/8/24	11/29/24	ARMS Teachers
3	3	Review of ARMS Post Tests.	4/1/25	4/30/25	ARMS Teachers

#### Budget Items

##### SMART Goal 1 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMS Tutoring Teachers	INSTRUCTION - Personnel Services - Salaries / 100-100	\$8,500	Federal Title I (School Allocation)

## SMART Goal 2

By June 1, 2025 at least 50% of all students; specifically our Students with Disabilities in Grades 3-8, will have increased their Math I-Ready Score at least 10-30 points from their Diagnostic Window to Window 3.

Area of Focus                      Effective Instruction

Content Area                      Mathematics

Priority Performance              All students in Math, specifically students with disabilities are in need to support their proficiency on NJSLA. Less than 10% of students with disabilities Met or Exceeded Expectations on the Spring 2023 NJSLA compared to the state rate of 15.7% and a District rate of less than 10%.

Target Population:                  All students; specifically Students with Disabilities population

## Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>All students in Grades KDG-8 will have completed the Math IXL Diagnostic and all students will have an individualized path/program of online lessons..</p> <p>All students in Grades KDG-8 will complete 30 minutes of their ST Math Journey on a weekly basis.</p> <p>Identify students for ARMS Tutoring Math classes for Grades 3-8.</p>	<p>Math I-Ready Diagnostic Levels Reports from teachers</p> <p>ST Math Productivity Reports</p> <p>Math ARMS Rosters for Grades 3-8</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	<p>All students in Grades KDG-8 will spend at least 40 minutes a week on their Math I-Ready individualized path/online lessons.</p> <p>All students in Grades KDG-8 will have completed Math I-Ready Window 2.</p> <p>All students in Grades KDG-8 will complete 45 minutes of their ST Math Journey on a weekly basis.</p> <p>At least 70% of students identified for ARMS Tutoring Math classes in Grades 3-8 will be attending on a weekly basis.</p>	<p>Math I-Ready Diagnostic Levels Reports from teachers</p> <p>Math I-Ready Window 2 Reports</p> <p>ST Math Productivity Reports</p> <p>Weekly ARMS Attendance Reports</p>
Apr 15:	<p>All students in Grades KDG-8 will spend at least 40 minutes a week on their Math I-Ready individualized path/online lessons.</p> <p>All students in Grades KDG-8 will have completed Math I-Ready Window 3.</p> <p>All students in Grades KDG-8 will complete 60 minutes of their ST Math Journey on a weekly basis.</p> <p>At least 70% of students identified for ARMS Tutoring Math classes in Grades 3-8 will be attending on a weekly basis.</p>	<p>Math I-Ready Diagnostic Levels Reports from teachers</p> <p>Math I-Ready Window 3 Reports</p> <p>ST Math Productivity Reports</p> <p>Weekly ARMS Attendance Reports</p>
Jul 1	<p>By June 1, 2025 at least 50% of all students; specifically our Students with Disabilities in Grades 3-8, will have increased their Math I-Ready Score at least 10-30 points from their Diagnostic Window to Window 3.</p>	<p>Math I-Ready Reports from teachers (Growth from Diagnostic to Window 3)</p>

## Strategy 1 - I-Ready Personalized Instruction Online Program

## Action Steps

### SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	All students in Grades KDG through Grade 8 will have completed the I-Ready (Diagnostic) Window 1.	9/9/24	11/15/24	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.
2	1	All students in Grades KDG through Grade 8 will have completed the I-Ready Window 2.	11/19/24	2/14/25	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.
3	1	All students in Grades KDG through Grade 8 will have completed the I-Ready Window 3.	2/18/25	4/15/25	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.
4	1	All students in Grades KDG through Grade 8 will complete I-Ready personalized path instruction online plans.	9/9/24	5/30/25	Classroom Teachers, Inclusion Teachers, Resource Room Teachers, Administrators.

## Budget Items

### SMART Goal 2 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	I-Ready Online Student Math Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	State/Local

### Strategy 2 - ST Math (Spatial Temporal Math)

## Action Steps

### SMART Goal 2 - Strategy 2

Step Number	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Students will work for at least 30 minutes per week on their ST MATH Journey.	9/9/24	11/15/24	Math Teachers, Inclusion Teachers, Administrators
2	2	Students will work for at least 45 minutes per week on their ST MATH Journey.	11/18/24	2/14/25	Math Teachers, Inclusion Teachers, Administrators
3	2	Students will work for at least 60 minutes per week on their ST MATH Journey.	2/17/25	5/30/25	Math Teachers, Inclusion Teachers, Administrators

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
4	2	Students who complete their ST MATH Journey will be celebrated with their names read to the entire school during morning announcements and pictures with completion certificates.	9/9/24	5/30/25	Math Teachers, Inclusion Teachers, Administrators

## Budget Items

### SMART Goal 2 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ST MATH Online Student Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	State/Local
4	ST MATH Journey Student Completion Certificates	INSTRUCTION - Supplies & Materials / 100-600	\$500	State/Local

### Strategy 3 - ARMS After-School Tutoring Program

## Action Steps

### SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Teachers will identify students for after-school ARMS tutoring based upon NJSLA scores, Link It! scores, Yearly Averages, Parent/Teacher Recommendations	10/8/24	11/29/24	Classroom Teachers

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
2	3	Teachers will follow up with a phone call to all parent/guardians who refused or did not return the ARMS recommendation form	10/8/24	11/29/24	ARMS Teachers
3	3	Review of ARMS Post Tests	4/1/25	4/30/25	ARMS Teachers

### Budget Items

#### SMART Goal 2 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	ARMS Tutoring Teachers	INSTRUCTION - Personnel Services - Salaries / 100-100	\$8,500	Federal Title I (School Allocation)

## SMART Goal 3

By June, 2025, decrease the number of Students with Disabilities and students in Grades 1 and 7 who are chronically absent by at least 5%.

Area of Focus                      Climate & Culture - Attendance/Behavior

Content Area                      Climate & Culture: Attendance

Priority Performance              All students, specifically students in Grades KDG and Grade 6, as well as our Students with Disabilities were chronically absent in the 2022-2023 school year. Percentage of students in Grade KDG chronically absent are 39% compared to the state at 24%, students in Grade 6, 34% compared to the state at 14% and Students with Disabilities 41.2% compared to the State Average of 16%.

Target Population:              All students; specifically Students with Disabilities population

## Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>Establish an Attendance Committee consisting of numerous stakeholders within the school community.</p> <p>Send home Back to School: Attendance Works- Importance of Attendance Letters to Parents &amp; Guardians.</p> <p>Code of Conduct Assembly highlighting Attendance Policy.</p> <p>Show Attendance Works: "Bringing Attendance Home"-Parent Video at Back to School Night Email and post to Schoology and social media accounts Parent/Guardian Infographics and Resources on Attendance.</p> <p>Attendance Committee will Identify students in the Students with Disabilities Subgroup who have excessive absences on a monthly basis.</p> <p>Attendance Committee will reach out to parents/guardians of students identified with excessive absences on a monthly basis.</p> <p>Have Attendance Officer visit homes of students who are frequently truant or absent.</p> <p>Recognize students who have achieved Perfect Attendance on a monthly basis.</p> <p>Implement Homeroom Incentives on a monthly basis for Perfect Attendance.</p>	<p>Attendance Committee monthly agendas.</p> <p>Attendance Committee monthly reports of identified students.</p> <p>Attendance Committee monthly Parent/Guardian Contact Log Sheets</p> <p>Returned Code of Conduct Policy signed.</p> <p>Logs of Homerooms who achieved monthly Perfect Attendance incentives (extra gym period, ice-cream, etc.).</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	<p>Attendance Committee will continue to identify students in the Students with Disabilities Subgroup who have excessive absences on a monthly basis.</p> <p>Attendance Committee will continue reach out to parents/guardians of students identified with excessive absences on a monthly basis.</p> <p>Have Attendance Officer visit homes of students who are frequently truant or absent.</p> <p>Continue to email and post to Schoology and social media accounts Parent/Guardian Infographics and Resources on Attendance.</p> <p>Recognize students who have achieved Perfect Attendance on a monthly basis.</p> <p>Implement Homeroom Incentives on a monthly basis for Perfect Attendance.</p>	<p>Attendance Committee monthly agendas.</p> <p>Attendance Committee monthly reports of identified students.</p> <p>Attendance Committee monthly Parent/Guardian Contact Log Sheets</p> <p>Logs of Homerooms who achieved monthly Perfect Attendance incentives (extra gym period, ice-cream, etc.).</p>
Apr 15:	<p>Attendance Committee will continue to identify students in the Students with Disabilities Subgroup who have excessive absences on a monthly basis.</p> <p>Attendance Committee will continue reach out to parents/guardians of students identified with excessive absences on a monthly basis.</p> <p>Have Attendance Officer visit homes of students who are frequently truant or absent.</p> <p>Continue to email and post to Schoology and social media accounts Parent/Guardian Infographics and Resources on Attendance.</p> <p>Recognize students who have achieved Perfect Attendance on a monthly basis.</p> <p>Implement Homeroom Incentives on a monthly basis for Perfect Attendance.</p>	<p>Attendance Committee monthly agendas.</p> <p>Attendance Committee monthly reports of identified students.</p> <p>Attendance Committee monthly Parent/Guardian Contact Log Sheets</p> <p>Logs of Homerooms who achieved monthly Perfect Attendance incentives (extra gym period, ice-cream, etc.).</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June, 2025, decrease the number of Students with Disabilities and students in Grades 1 and 7 who are chronically absent by at least 5%.	Genesis Attendance Reports.  Attendance Committee yearly Parent/Guardian Contact Log Sheets.  Yearly Homeroom Logs who achieved monthly Perfect Attendance Incentives.

Strategy 1 - Establish & Implement an Attendance Committee; Attendance Committee will analyze and look for observations & trends from data on Realtime/Genesis monthly reports; hold monthly attendance meetings with Attendance Officer Parent/Guardians and Students who are chronically absent.

### Action Steps

#### SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Establish an Attendance Committee of various stakeholders within the school community.	9/10/24	9/30/24	Administrators
6	1	Attendance Committee will send home letters to Parents/Guardians of students who have excessive absences/chronic absenteeism.	10/1/24	5/30/25	Attendance Committee, Administrators
6	1	Attendance Committee will identify students who have excessive absences on a monthly basis	10/1/24	5/30/25	Attendance Committee, Administrators
7	1	Have Attendance Officer visit homes of students who are frequently truant or absent	10/1/24	5/30/25	Attendance Committee, Administrators

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
8	1	Attendance Committee will meet on a monthly basis to analyze monthly Genesis Attendance Reports.	10/1/24	5/30/25	Attendance Committee, Administrators
9	1	Attendance Committee will compile monthly lists of students who demonstrate trends of chronic absenteeism and conduct "Attendance Meetings" with Parent/Guardian.	10/1/24	5/30/25	Attendance Committee, Administrators

### Budget Items

#### SMART Goal 3 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	Supplies for Attendance Letters	INSTRUCTION - Supplies & Materials / 100-600	\$200	State/Local

Strategy 2 - Parent/Guardian Attendance Education and Engagement: School and Attendance Committee will promote attendance awareness and educate parents/guardians on attendance policies/procedures and the importance of attending school on a regular basis.

### Action Steps

#### SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Send home "Back to School" Attendance Letter	9/10/24	5/30/25	Administrators
2	2	Code of Conduct Assembly highlighting Attendance Policy/return of Code of Conduct Policy Form	9/10/24	9/30/24	Administrators

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
3	2	Show " Bringing Attendance Home" Parent Video at "Back to School" Night	9/10/24	9/30/24	Administrators
4	2	Email and post to Schoology and social media accounts "Attendance Works" Infographics and Resources	9/10/24	5/30/25	Attendance Committee, Administrators

## Budget Items

### SMART Goal 3 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Supplies for "Back to School" Attendance Letter	INSTRUCTION - Supplies & Materials / 100-600	\$200	State/Local

### Strategy 3 - Rewards & Incentives: Celebrate Student Attendance & Achievements

## Action Steps

### SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Recognize students on a monthly basis who have demonstrated Perfect Attendance with certificates.	10/2/24	5/30/25	Attendance Committee, Classroom Teachers, Admiistrators.

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
2	3	Celebrate & recognize students who achieved "Perfect Attendance" at the end of each trimester at an Awards Assembly.	9/10/24	6/13/25	Attendance Committee, Classroom Teachers, Administrators.
3	3	Establish Monthly Incentives for homerooms who achieve monthly Perfect Attendance; Extra gym period, ice-cream, etc.	9/10/24	5/30/25	Attendance Committee, Classroom Teachers, Administrators.

## Budget Items

### SMART Goal 3 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Supplies for Perfect Attendance Certificates	INSTRUCTION - Supplies & Materials / 100-600	\$200	State/Local
3	Reward Supplies for Homeroom monthly Perfect Attendance (ice-cream, pencils, etc.)	INSTRUCTION - Supplies & Materials / 100-600	\$750	State/Local

## SMART Goal 4

By June, 2025, increase between 2% and 5% in the area of Emotion Regulation on the Panorama Survey for students in Grades 3-5 and Engagement in Grades 6-8.

Area of Focus                      Social and Emotional Learning

Content Area                      Social Emotional Learning

Priority Performance            In Grades 3-5, students' Emotion Regulation, how well students regulate their emotions, has continued to decline from 41% to 39% and on the Panorama Survey from Fall of 2023 to the Spring of 2024.

In Grades 6-8, students' Engagement, how attentive and invested students are in class, has continued to decline from 32% to 24% on the Panorama Survey from Fall of 2023 to the Spring of 2024.

Target Population:              All students; specifically Students in Grades 3-8

## Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	<p>New teachers will have completed the online training for Second Step SEL Elementary &amp; Middle School Program.</p> <p>Develop a schedule for weekly Second Step SEL Lessons.</p> <p>Weekly implementation of Second Step SEL lessons; focusing on Emotion Regulation (Grades 3-5): How well students regulate their emotions and Engagement (Grades 6-8): How attentive and invested students are in class.</p> <p>Educate Parents/Guardians on the difference between Conflict vs. Bullying at "Back to School" Night.</p> <p>Students in Grades 3-8 will have taken the Fall 2024 Panorama Survey.</p>	<p>Completion Certificates of Second Step SEL training</p> <p>Yearly Schedule of SEL lessons</p> <p>Weekly SEL lessons documented in Oncourse Lesson Plans</p> <p>Back to School Night Agenda.</p> <p>Educational pamphlet on Conflict vs. Bullying</p> <p>Fall 2024 Panorama Survey Results.</p>
Feb 15	<p>Students in Grades 3-8 will have taken the Winter 2025 Panorama Survey.</p> <p>Students identified from the Panorama Survey will be receiving additional mental health counseling in either individual or small groups from the SAC counselor.</p> <p>Continuation of implemented Second Step SEL lessons on a weekly basis; focusing on Emotion Regulation (Grades 3-5) and Engagement (Grades 6-8).</p>	<p>Grades 3-8 Winter 2025 Panorama Survey Results.</p> <p>SAC counselor logs of meetings with identified students.</p> <p>SEL lesson plans documented in Oncourse.</p> <p>Counselor Action Plans based upon Panorama Survey Results.</p>
Apr 15:	<p>Students in Grades 3-8 will have taken the Spring 2025 Panorama Survey.</p> <p>Students identified from the Panorama Survey will be receiving additional mental health counseling in either individual or small groups from the SAC counselor.</p> <p>Continuation of implemented Second Step SEL lessons on a weekly basis; focusing on Emotion Regulation (Grades 3-5) and Engagement (Grades 6-8).</p>	<p>Grades 3-8 Spring 2025 Panorama Survey Results.</p> <p>SAC counselor logs of meetings with identified students.</p> <p>SEL lesson plans documented in Oncourse.</p> <p>Counselor Action Plans based upon Panorama Survey Results.</p>

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June, 2025, increase between 2% and 5% in the area of Emotion Regulation on the Panorama Survey for students in Grades 3-5 and Engagement in Grades 6-8.	Grades 6-8 Panorama Survey Results Reports (Growth in the area of "How well students consider the perspective of others and empathize with them" from Fall 2023 to Spring 2024 survey)

## Strategy 1 - Second Step Social Emotional Learning Program

### Action Steps

#### SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Develop a schedule for weekly Second Step SEL Lessons.	9/9/24	9/20/24	Administrators
2	1	New teachers in Grades 3-8 will complete the Second Step SEL Online Training.	9/9/24	9/30/24	New Teachers, Administrators
3	1	Weekly implementation of Second Step SEL Lessons with a focus on Emotion Regulation (Grades 3-5) and Engagement (Grades 6-8).	9/27/24	5/30/25	Teachers, Administrators
4	1	Educate Parents/Guardians on the difference between Conflict vs. Bullying at "Back to School" Night.	9/9/24	9/30/24	SAC, Counselors, Administrators

### Budget Items

#### SMART Goal 4 - Strategy 1

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
3	Second Step Social Emotional Learning Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$3,000	Other Federal

## Strategy 2 - Administration of Panorama Survey to Staff and Students

### Action Steps

#### SMART Goal 4 - Strategy 2

Step Number	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Administration of Fall 2024 Panorama Survey to students in Grades 3-8.	9/16/24	11/15/24	Teachers, SAC, Administrators
2	2	Administration of Winter 2025 Panorama Survey to students in Grades 3-8.	11/18/24	2/14/25	Teachers, SAC, Administrators
3	2	Administration of Spring 2025 Panorama Survey to students in Grades 3-8.	2/17/25	4/15/25	Teachers, SAC, Administrators.

### Budget Items

#### SMART Goal 4 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Panorama Survey Program/Software	FACILITIES - Instructional Equipment / 400-731	\$4,000	State/Local

Strategy 3 - Student Assistance Counselor (SAC) small group and individualized counseling.

### Action Steps

SMART Goal 4 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	SAC Counselor will be assigned to Henry Harris School for the 2024-2025 school year	9/3/24	6/20/25	SAC Counselor
2	3	SAC Counselor will provide small group and individualized counseling on an as needed basis based upon Panorama Survey Results and Teacher Recommendations.	9/9/24	6/20/25	SAC Counselor

### Budget Items

SMART Goal 4 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SAC Counselor	INSTRUCTION - Personnel Services - Salaries / 100-100	\$60,000	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	\$180,000	\$17,000	\$0	\$0	\$0	\$0	\$0	\$0	\$197,000
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$15,000	\$0	\$0	\$0	\$0	\$3,000	\$0	\$0	\$18,000
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$3,850	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,850
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$198,850	\$17,000	\$0	\$0	\$0	\$3,000	\$0	\$0	\$218,850
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$4,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,000
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$4,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,000
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			\$202,850	\$17,000	\$0	\$0	\$0	\$3,000	\$0	\$0	\$222,850

## Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	\$17,000	\$0	\$17,000
Other Title 1 Expenditures	\$0	\$0	\$0
Total	\$17,000	\$0	\$17,000

## 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	Effective Instruction
x	Climate & Culture - Attendance/Behavior
x	Social and Emotional Learning
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 Maria V. Kazimir

Title: Principal

Date: 07/16/2024

## 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: Dr. Dennis C. Degnan

Title: Assistant Superintendent of Schools for Curriculum

Date: 07/30/2024

## 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
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 J. Niesz

Title: Superintendent of Schools

Date: 08/20/2024