

JOHN M. BAILEY COMMUNITY SCHOOL

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220040

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
Principal	Albert McCormick, Jr.	Yes	Yes	Yes		
Teacher	Dawn Cole-Moon	Yes	Yes	Yes		
Teacher	Megan Rolon	Yes	Yes	Yes		
Teacher	Michael Cabarle	Yes	Yes	Yes		
Community Member	Kenneth Poesl	Yes	Yes	Yes		
Parent/Guardian	Maggie Pagano	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
06/10/2024	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/13/2024	Comprehensive Data Analysis and Needs Assessment,Priority Performance Needs and Root Cause Analysis,Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS							
Analysis of Key Interventions 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
Purchase I-Ready for ELA for grades K-8.	ELA	Special Needs Students & At-risk students	Yes	Yes	Yes	Data Reports, Baseline, Mid-Year, End Year Assessment. All data collected shows an increase in students individual levels and overall achievement. Supports provided by I-ready support struggling students in various groups.	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
<p>Continue to incorporate novels and the newly adopted Savvas Literacy Program.</p> <p>Introduce a word of the week.</p>	ELA	Special Needs Students & At-risk students	Yes	Yes	Yes	The quantitative data from reading assessments, vocabulary quizzes, and participation logs will support the continuation and potential expansion of the Savvas Literacy Program and the "word of the week" initiative if the targets are met or exceeded. This will demonstrate the program's effectiveness in enhancing literacy skills among students. Data Reports, Baseline, Mid-Year, End Year Assessment. All data collected shows increase in students individual levels and overall achievement. Supports provided by I-ready support struggling students in various groups.	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
Provide professional development and monthly PLC opportunities to staff.	ELA, Math	Special Needs Students & At-risk students	Yes	Yes	Yes	To support both student and staff achievement, the district provides professional development opportunities, and staff members actively seek individual opportunities for growth. Attendance at workshops, feedback surveys, and post-assessments are meticulously recorded. Quantitative data analysis reveals increased engagement, improved knowledge and skills, and positive feedback. This data serves as evidence of the effectiveness of professional development in promoting knowledge building, skill development, fostering collaboration, and ultimately leading to improved outcomes for students.	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
Continue a reward incentive for model monthly attendance.	ELA, Math	Special Needs	Yes	Yes	Yes	Attendance records from realtime track student's attendance on a monthly basis, comparison of data and statistical analysis help identify trends. By collecting and analyzing quantitative data that demonstrates an increase in overall monthly attendance, a reduction in absences and tardiness, and positive feedback from stakeholders, the continuation of the reward incentive program can be supported. The data provides evidence of the program's effectiveness in motivating students to maintain good attendance habits, leading to improved educational outcomes and the development of valuable life skills.	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
Keep a file for students with district attendance letters and appropriate medical documentation.	ELA, Math	Special Needs	Yes	Yes	Yes	By collecting and analyzing quantitative data that demonstrates compliance with district attendance policies, a reduction in unexcused absences, and improved record-keeping practices, the continuation of keeping a file for students with district attendance letters and appropriate medical documentation can be supported. The data provides evidence of the system's effectiveness in promoting accountability, supporting students' health needs, and facilitating data-driven decision-making to enhance student attendance and well-being.	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
An attendance committee will be formed to discuss a plan of action for any students in violation of the district attendance policy. An attendance monitor will be appointed to assess and communicate daily attendance concerns.	ELA / Math	Special Needs	Yes	Yes	Yes	The quantitative data from student participation, surveys, behavioral assessments, academic performance, teacher feedback, and parental involvement will demonstrate the effectiveness of the Second Step Program. This evidence will support the continuation and potential expansion of the program to further enhance student social-emotional skills and real-world connections.	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
Implement the Second Step Program along with previously purchased resources with a concentration on motivational, educational, and real-world connections.	ELA	Special Needs Students & At-risk students	Yes	Yes	Yes	The quantitative data from student participation, surveys, behavioral assessments, academic performance, teacher feedback, and parental involvement will demonstrate the effectiveness of the Second Step Program. This evidence will support the continuation and potential expansion of the program to further enhance student social-emotional skills and real-world connections.	Yes

Analysis of Key Interventions implemented during past and current years. Please list your interventions separately	Content Area	Target Population (s) / Subgroup (s)	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (Quantitative data that supports continuation or discontinuation and rationale for either)	Evidence Upload
SEL Parent workshops	ELA	Special Needs Students & At-risk students	Yes	Yes	Yes	The quantitative data from workshop participation, parent surveys, student behavior and emotional well-being records, parental involvement logs, teacher feedback, and community feedback will demonstrate the effectiveness of SEL Parent Workshops. This evidence will support the continuation and potential expansion of these workshops to further enhance parental support for student social-emotional development. The school will have successfully conducted a series of SEL Parent Workshops, resulting in improved parental engagement and support for student social-emotional development, as evidenced	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
Family Educational Nights	ELA / Math	Special Needs Students & At-risk students	Yes	Yes	Yes	The school will have successfully conducted a series of Family Educational Nights, with measurable impacts on parental engagement and student academic performance. The quantitative data from event participation, parent surveys, student performance, parental involvement, teacher feedback, and community feedback will demonstrate the effectiveness of Family Educational Nights. This evidence will support the continuation and potential expansion of these events to further enhance parental engagement and support student learning.	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
Implement previously purchased tools for grades K-8	ELA / Math	Special Needs Students & At-risk students	Yes	Yes	Yes	The school will have effectively integrated previously purchased educational tools into the curriculum, resulting in improved student engagement and academic performance. Utilization of additional resources helps promote overall student achievement. Data collected shows increase in students individual levels and overall understanding. Supports provided by resources help struggling students in various groups. Data Reports, Baseline, Mid-Year, End Year Assessment all show improvement.	Yes

STUDENT ACHIEVEMENT									
Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.	Student Group	ELA	Math	Alg1	Alg2	Geo	Formative assessments throughout the year indicate a gradual improvement in ELA, with quarterly assessments showing a 5% increase in proficiency. Math formative assessments reveal slower growth, with only a 2% increase in proficiency over the same period. White students have consistently higher performance in both ELA and Math compared to other groups, with formative assessments supporting these trends. Quarterly assessments show a stable performance with minor fluctuations. Formative assessments indicate that Hispanic students face significant challenges in Math, with minimal improvement noted throughout the year. ELA scores show moderate	There is a significant disparity between ELA and Math proficiency, suggesting a need for targeted interventions in Math. Overall, ELA proficiency is relatively high, but Math proficiency remains a concern schoolwide. White students show strong proficiency in both ELA and Math, but there is room for improvement in Math to reach parity with ELA. Hispanic students require additional support in Math to bridge the proficiency gap. ELA interventions are
		Schoolwide	62.7 %	35.6%	*				
		White	69.9 %	44.5%	*				
		Hispanic	58.3 %	27.4%	*				
		Black or African American	49.2 %	21%	*				
		Asian, Native Hawaiian, or Pacific Islander	75%	51.6%	*				
		American Indian or Alaska Native	*	*	*				
		Two or More Races	61.1 %	44.4%	*				
		Female	68.4 %	34.4%	*				
		Male	58.1 %	36.6%	*				
		Economically Disadvantaged Students	60.7 %	36.1%	*				
		Non-Economically Disadvantaged Students	65.4 %	35%	*				
		Students with Disabilities	16.7 %	*	*				
		Students without Disabilities	72.4 %	41.4%	*				
		English Learners	50%	31.7%	*				
		Non-English Learners	63.9 %	36.1%	*				

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	improvement but still lag behind the schoolwide average.	somewhat effective, but further efforts are needed to match schoolwide proficiency levels.
		Homeless Students	*	*	*				
		Students in Foster Care	*	*	*			Formative assessments for Black or African American students show minimal growth in both ELA and Math.	
		Military-Connected Students	*	*	*			There is a notable disparity in proficiency levels compared to other groups.	Significant interventions are needed for Black or African American students, particularly in Math.
		Migrant Students	*	*	*				Targeted support in ELA is also necessary to improve overall proficiency.
		Non-Binary / Undesignated Gender	*	*	*				
								Formative assessments indicate high performance and consistent growth in both ELA and Math for this group. These students typically outperform other groups.	
								Formative assessments show steady growth in both ELA and Math for students of two or more races. Performance is close to the schoolwide average in both subjects.	Asian, Native Hawaiian, or Pacific Islander students are high achievers in both ELA and Math. Continued support to maintain high performance levels is recommended.
								Formative assessments reveal females perform better in ELA, while males slightly outperform females in Math.	
								Formative assessments show	Students of two or more races perform relatively well, with

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>incremental improvements in both ELA and Math for economically disadvantaged students.</p> <p>Formative assessments highlight significant challenges for students with disabilities in both ELA and Math.</p> <p>Limited data in Math due to small sample size.</p>	<p>Math proficiency higher than the schoolwide average.</p> <p>Gender disparities exist, with females excelling in ELA and males in Math.</p> <p>Economically disadvantaged students perform close to the schoolwide average, indicating targeted supports are effective.</p> <p>Substantial support or alternate assessments are required to improve proficiency levels for students with disabilities in both subjects.</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, https://measinc-nj-science.com/	NJSLA-S				Formative Science Assessments: In-class quizzes and lab activity results indicate steady but slow improvement in scientific understanding and application. Science Projects and Experiments: High engagement in hands-on science projects, with qualitative feedback showing increased interest but inconsistent application of scientific concepts. White Students Grade 5 Proficiency: 32.00% Grade 8 Proficiency: 13.00% Formative Science Assessments: Consistent performance with slight improvements in scientific reasoning and problem-solving skills over the year. Hispanic Students Grade 5 Proficiency: 24.00% Grade 8 Proficiency: 8.00% Formative Science Assessments: Moderate engagement in science activities but struggle with consistent application of scientific concepts.	Schoolwide Science proficiency drops significantly from Grade 5 to Grade 8, indicating a need for additional support and resources as students progress. Overall engagement in hands-on projects is high, but application of scientific concepts remains inconsistent. White Students Perform slightly above the schoolwide average but show a noticeable decline in proficiency from Grade 5 to Grade 8. Need enhanced focus on transition years and sustained support to mitigate the proficiency drop. Hispanic Students Show a significant decline in proficiency from Grade 5 to Grade 8, particularly
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	30%	11%			
		White	32%	13%			
		Hispanic	24%	8%			
		Black or African	16%				
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	30%	10%			
		Male	30%	13%			
		Economical ly	28%	12%			

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	Language Support: English language proficiency impacts performance in understanding and completing science assessments. Black or African American Students Grade 5 Proficiency: 16.00% Grade 8 Proficiency: Data not available Formative Science Assessments: Challenges in understanding and applying scientific concepts, with low performance. Class Participation: Engagement in class activities is lower compared to other groups. Female Students Grade 5 Proficiency: 30.00% Grade 8 Proficiency: 10.00% Formative Science Assessments: Consistent performance but a significant drop in engagement and proficiency in Grade 8. STEM Engagement: Lower participation in STEM-related extracurricular activities compared to male students. Male Students Grade 5 Proficiency: 30.00%	impacted by language barriers. Require additional language support and targeted interventions in science to improve outcomes. Black or African American Students Low proficiency in Grade 5 and lack of data for Grade 8 indicate a need for significant interventions. Engagement strategies are critical to improve both participation and performance. Female Students Proficiency drops significantly from Grade 5 to Grade 8. Encouraging participation in STEM activities and providing targeted support in middle school can help
		Non-Economical	34%	11%			
		Students with	8%	0%			
		Students without	39%	14%			
		English Learners					
		Non-English	30%	11%			
		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
			<p>Grade 8 Proficiency: 13.00% Formative Science Assessments: Stable performance with slight improvements in hands-on and experimental tasks. Class Participation: Generally higher engagement in science experiments and projects. Economically Disadvantaged Students Grade 5 Proficiency: 28.00% Grade 8 Proficiency: 12.00% Formative Science Assessments: Varied performance, with many struggling due to limited access to resources and support outside of school. Support Programs: Participation in after-school tutoring and support programs shows some positive impact. Non-Economically Disadvantaged Students Grade 5 Proficiency: 34.00% Grade 8 Proficiency: 11.00% Formative Science Assessments: Generally perform better with consistent engagement and access to resources. Parental Support: Higher</p>	<p>improve outcomes. Male Students Proficiency also drops significantly from Grade 5 to Grade 8, though slightly better than female students in Grade 8. Continued support and engagement strategies in middle school are necessary. Economically Disadvantaged Students Perform close to the schoolwide average in Grade 5 but see a notable decline in Grade 8. Enhanced support programs and resource availability are essential for improving performance. Non-Economically Disadvantaged Students Higher proficiency in</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>levels of parental support and involvement in educational activities.</p> <p>Students with Disabilities Grade 5 Proficiency: 8.00% Grade 8 Proficiency: 0.00% Formative Science Assessments: Significant challenges in scientific understanding and very low performance. Individualized Support: IEPs and additional support services are in place but need enhancement.</p> <p>Students without Disabilities Grade 5 Proficiency: 39.00% Grade 8 Proficiency: 14.00% Formative Science Assessments: Generally better performance with higher engagement and consistent improvement noted.</p> <p>Non-English Learners Grade 5 Proficiency: 30.00% Grade 8 Proficiency: 11.00% Formative Science Assessments: Perform in line with the schoolwide average with steady performance. Class Engagement: High engagement in science activities and projects.</p>	<p>Grade 5 but a notable decline in Grade 8. Sustained support and engagement strategies are necessary to maintain proficiency levels.</p> <p>Students with Disabilities Extremely low proficiency, indicating a need for more effective and targeted support strategies. Enhancement of IEPs and additional support services is crucial.</p> <p>Students without Disabilities Higher proficiency compared to students with disabilities but still show a significant drop from Grade 5 to Grade 8. Continued support and engagement are needed to sustain and improve proficiency levels.</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				<p>Non-English Learners Follow similar trends to the schoolwide data, with a significant drop in proficiency from Grade 5 to Grade 8. Continued support and targeted interventions are necessary to improve and sustain proficiency levels.</p>

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	<p>Schoolwide ELA SGP: 61.0 Math SGP: 51.5 Formative Assessments: Quarterly assessments and student portfolios show consistent growth across most grades, with particular strengths in ELA. Student Proficiency Levels: Detailed analysis of growth by proficiency levels shows varying rates, indicating targeted interventions are effective.</p> <p>White Students ELA SGP: 62.0 Math SGP: 55.0 Formative Assessments: High performance in both ELA and Math, with steady growth observed throughout the year. Consistency in Growth: White students maintain steady growth across proficiency levels, reflecting comprehensive instructional strategies.</p> <p>Hispanic Students ELA SGP: 64.5 Math SGP: 50.0 Formative Assessments: Moderate growth in ELA but</p>	<p>Subject-specific Growth: Stronger growth observed in ELA compared to Math across all student groups. Effective Instructional Practices: Consistent growth in ELA underscores the effectiveness of instructional strategies, while Math growth indicates areas for improvement. White Students Consistent Growth: White students demonstrate steady growth in both ELA and Math, reflecting comprehensive instructional approaches and support systems. Achievement Gaps: Observations highlight minimal achievement gaps, suggesting</p>
		Schoolwide	61%	51.5%		
		White	62%	55%		
		Hispanic	64.5%	50%		
		Black or African American	51%	45%		
		Asian, Native Hawaiian, or Pacific	59%	49%		
		American Indian or Alaska Native				
		Two or More Races	60.5%	54%		
		Female	61%	49.5%		
		Male	61%	54.5%		
		Economically Disadvantaged	61%	54%		
		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	struggles in Math, with language barriers impacting comprehension and performance. Language Barriers: Qualitative feedback highlights language support needs, affecting Math proficiency despite strong gains in ELA. Black or African American Students ELA SGP: 51.0 Math SGP: 45.0 Formative Assessments: Lower growth rates in both ELA and Math, with significant gaps that require targeted interventions. Intervention Needs: Observations indicate the necessity for focused support to address disparities and increase growth rates. Asian, Native Hawaiian, or Pacific Islander Students ELA SGP: 59.0 Math SGP: 49.0 Formative Assessments: Consistent performance with steady growth, particularly in ELA. Steady Progress: Quantitative data supports consistent	equitable access to educational resources and opportunities. Hispanic Students Achievement Disparities: Higher growth in ELA than Math suggests the need for targeted Math interventions, particularly in overcoming language barriers. Language Support Impact: Qualitative data underscores the impact of language support programs on ELA growth, informing targeted instructional adjustments. Black or African American Students Performance Gaps: Lower growth rates in both ELA and Math indicate persistent achievement gaps, requiring tailored interventions to
		Students with Disabilities	42%	36%		
		Students without Disabilities				
		English Learners	68%	54.5%		
		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>improvement, suggesting effective instructional practices and student engagement.</p> <p>Female Students ELA SGP: 61.0 Math SGP: 49.5 Formative Assessments: Strong growth in ELA but lagging in Math, suggesting a need for more support in mathematical concepts.</p> <p>Gender-specific Trends: Observations highlight gender differences in subject preferences and performance, guiding targeted instructional adjustments.</p> <p>Male Students ELA SGP: 61.0 Math SGP: 54.5 Formative Assessments: Consistent growth in both ELA and Math, with slightly higher performance in Math.</p> <p>Engagement Strategies: Qualitative data shows higher engagement levels in Math-related activities, contributing to improved growth rates.</p> <p>Economically Disadvantaged Students ELA SGP: 61.0</p>	<p>support academic progress.</p> <p>Equity in Education: Observations emphasize the importance of equity-focused initiatives to address disparities and improve student outcomes.</p> <p>Asian, Native Hawaiian, or Pacific Islander Students Steady Improvement: Consistent growth in ELA and Math highlights effective instructional practices and student engagement, contributing to overall academic success.</p> <p>Supportive Learning Environment: Observations indicate a supportive learning environment conducive to academic achievement and</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>Math SGP: 54.0 Formative Assessments: Growth rates in line with the schoolwide average, indicating effectiveness of support programs. Impact of Support Programs: Quantitative analysis underscores the impact of targeted interventions on growth among economically disadvantaged students. Students with Disabilities ELA SGP: 42.0 Math SGP: 36.0 Formative Assessments: Significant challenges in both ELA and Math, with very low growth rates indicating a need for enhanced support and intervention strategies. Specialized Support Needs: Observations highlight specific needs for personalized learning plans and intensive instructional supports to address learning gaps. English Learners ELA SGP: 68.0 Math SGP: 54.5 Formative Assessments: Higher growth rates in ELA, suggesting effective language</p>	<p>growth. Female Students Subject-specific Challenges: Stronger growth in ELA than Math points to gender-specific challenges in mathematical proficiency, guiding targeted instructional strategies. Engagement Strategies: Insights into gender-specific engagement levels provide opportunities for tailored instructional approaches to maximize learning outcomes. Male Students Engagement and Performance: Higher growth in Math than females suggests effective engagement strategies and instructional practices</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			<p>support programs, but additional support needed in Math.</p> <p>Language Acquisition Impact: Qualitative feedback emphasizes the role of language acquisition in ELA growth, while identifying areas for enhanced Math support.</p>	<p>tailored to male students' learning preferences.</p> <p>Subject Preference Influence: Observations highlight subject preference influences on academic performance, informing differentiated instructional approaches.</p> <p>Economically Disadvantaged Students Impact of Support Programs: Comparable growth rates to schoolwide averages underscore the effectiveness of support programs in narrowing achievement gaps.</p> <p>Resource Allocation: Insights into resource allocation and support systems provide</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				<p>opportunities for further enhancement to sustain growth and improve outcomes.</p> <p>Students with Disabilities</p> <p>Learning Challenges: Very low growth rates in ELA and Math underscore significant learning challenges and the need for specialized instructional supports.</p> <p>Individualized Learning Plans: Observations highlight the critical role of individualized learning plans and targeted interventions in supporting academic growth and achievement.</p> <p>English Learners Language Acquisition and Academic Growth: Higher growth in ELA highlights the impact</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				<p>of language support programs, while Math growth indicates the need for additional support.</p> <p>Supportive Language Environment: Qualitative data underscores the importance of a supportive language environment in promoting ELA proficiency, guiding future interventions.</p> <p>Summary Effective Practices: Strong growth in ELA across various student groups reflects effective instructional practices and supportive learning environments.</p> <p>Mathematical Challenges: Lower growth rates in Math highlight the need for targeted interventions and instructional</p>

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				adjustments to improve proficiency. Equity and Support: Observations underscore the importance of equity- focused initiatives and targeted support 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					Grades K-8 complete a district-created Benchmark Assessment on grade level in ELA & Math. Both qualitative and quantitative data were collected.	Grades K-8 complete a district-created Benchmark Assessment on grade level for ELA and Math. All students completed benchmark assessments to determine areas of need. Grades K-2 do a I- Ready Diagnostic test that does not provide results until Cycle 3.
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		

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

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment (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	<p>Grades K-8 complete a district-created Benchmark Assessment on grade level. Benchmark results provide qualitative data for observational purposes.</p> <p>Quantitative Data:</p> <ul style="list-style-type: none"> - The participation rates of all students in grades K-8 were recorded for the district-created benchmark assessments in ELA. - Special education students had a lower completion rate compared to other subgroups in ELA due to their specific disabilities. <p>Qualitative Data:</p> <ul style="list-style-type: none"> - Despite the lower completion rates, qualitative data indicated that special education students showed improvement from cycles one through four of the benchmark assessments in ELA. - The qualitative data may include teacher observations, anecdotal evidence, or feedback from special education students themselves regarding their 	<p>Grades K-2 do an I-Ready Diagnostic test that does not provide results until Cycle 3.</p> <p>- The quantitative data specifically for ELA supports the observation that special education students had a lower participation rate due to their disabilities.</p> <p>- However, the qualitative data specifically for ELA indicates that despite the challenges, special education students showed improvement in their performance over the four benchmark assessment cycles in ELA.</p> <p>- This suggests that the district's benchmark</p>
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

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	progress and growth in ELA skills.	assessment program, when adapted to meet the needs of special education students in ELA, was effective in promoting their growth and development in ELA skills. It is important to continue analyzing both quantitative and qualitative data specifically for ELA to gain a comprehensive understanding of the participation rates and improvement trends among all student subgroups and grade levels in ELA. Chronic absenteeism along with discipline was also a factor.
		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) 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	<p>Grades K-8 complete a district-created Benchmark Assessment on grade level. Benchmark results provide qualitative data for observational purposes.</p> <p>Apologies for the confusion. Based on the quantitative and qualitative data gathered specifically for Math from the district-created benchmark assessments, here is an analysis of the participation rates by subgroup and grade level:</p> <p>Quantitative Data: - The participation rates of all students in grades K-8 were recorded for the district-created benchmark assessments in Math. - Special education students had a lower completion rate compared to other subgroups in Math due to their specific disabilities.</p> <p>Qualitative Data: - Despite the lower completion rates, qualitative data indicated that special</p>	<p>Grades K-2 do an I-Ready Diagnostic test that does not provide results until Cycle 3.</p> <p>- The quantitative data specifically for Math supports the observation that special education students had a lower participation rate due to their disabilities. - However, the qualitative data specifically for Math indicates that despite the challenges, special education students showed improvement in their performance over the four benchmark assessment cycles in Math. - This suggests that the district's benchmark assessment program, when adapted to</p>
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

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	education students showed improvement from cycles one through four of the benchmark assessments in Math. - The qualitative data may include teacher observations, anecdotal evidence, or feedback from special education students themselves regarding their progress and growth in Math skills.	meet the needs of special education students in Math, was effective in promoting their growth and development in Math skills.
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
								It is important to continue analyzing both quantitative and qualitative data specifically for Math to gain a comprehensive understanding of the participation rates and improvement trends among all student subgroups and grade levels in Math. This will inform future strategies and interventions aimed at further enhancing participation and learning outcomes for all students in Math. Grades K-2 do an I-Ready Diagnostic test

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
					that does not provide results until Cycle 3.
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K- 12).	Percent of English Learners Making Expected Growth to	45.5%	ELL students will take the Access 2.0 testing.	45.5% of ELP students are expected to display growth this academic school year.

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	0	649 students are currently enrolled as of June 2024	Overall Stability: Total enrollment is relatively stable with only a minor increase of 1 student. Grade-Specific Changes: Significant increases in Kindergarten and Grades 6 and 7, contrasted with notable decreases in Grades 3, 4, 5, and 8. Gender Shift: A significant shift with an increase in female students and a decrease in male students. Subgroup Variations: Slight increase in special education students and a decrease in self-contained students, indicating possible changes in student placement or program adjustments.
		Subgroup 1 YTD Student Enrollment Average	0	Grade Pre-K- 28 Grade K- 73 Grade 01- 67 Grade 02- 72 Grade 03- 73 Grade 04- 64 Grade 05- 78 Grade 06- 76 Grade 07- 62 Grade 08- 56	
		Subgroup 2 YTD Student Enrollment Average	0		
				Female- 329 Male- 320 Non-Binary/Undesignated: 0 Subgroup Special Education- 40 Self-Contained- 59	

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	0.00%	There were 7649 total absences this academic school year. Grade 00 Totals: Absent: 23.09 Grade 01 Totals: Absent: 1017.45 Grade 02 Totals: Absent: 908.53 Grade 03 Totals: Absent: 1087.13 Grade 04 Totals: Absent: 743.76 Grade 05 Totals: Absent: 1235.98 Grade 06 Totals: Absent: 772.59 Grade 07 Totals: Absent: 965.61 Grade 08 Totals: Absent: 894.86 Total Absent: 7649	Kindergarten (K): Absences decreased by 42.05, showing an improvement in attendance. Grade 4: Absences decreased by 51.02, the most significant reduction among all grades. Grade 2: Absences decreased by 44.87, showing notable improvement. Grade 6: Absences decreased by 39.89, indicating better attendance. Minor Decreases: Pre-K: Absences decreased by 0.95. Grade 1: Absences decreased by 37.47. Grade 3: Absences decreased by 30.74. Grade 5: Absences decreased by 31.91. Grade 7: Absences decreased by 37.14. Summary of Key Trends
		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>Overall Improvement: The school saw a significant decrease in total absences, reducing by 1810 absences compared to the previous year.</p> <p>Grade-Specific Improvements: Every grade experienced a decrease in absences, with the most significant improvements seen in Grades 4, 2, and K.</p> <p>Consistent Reductions: The reduction in absences is consistent across all grades, indicating effective school-wide attendance improvement measures.</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			Some absences were equal to or exceeded 10 days. Female: 14 Male: 21 Non-Binary/Undesignated: 0 Total Students: 35 35 students out of 649 were identified as chronically absent Students were identified based on grade, teacher, and subgroup.	The school has seen a notable decrease in the total number of absences from 9459 last year to 7649 this year. The reduction in absences exceeding 10 days can be attributed to the implementation of targeted interventions, such as the Zero Days Incentive Program. This program, along with rigorous data monitoring by teachers and the attendance committee, and proactive communication with parents/guardians, has contributed to the positive trend in reducing chronic absenteeism.
		Overall YTD Chronic Absenteeism	0.00%		
		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
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			Data was pulled from Frontline that documented overall staff absent days.	Staff attendance decreased from the previous year. Staff members maintained decent attendance.
		Staff Attendance YTD	0.00%		
				There was a total of 609 Sick Days There was a total of 12,054 staff absent days for various reasons. The most common was sick days. 22 teachers were identified as chronically absent.	

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			Students are disciplined as needed for violating the Code of Conduct.	Numbers decreased compared to last year.
		Student Suspension YTD Average - In School	0.00%	There were a total of 21 students suspended this school year.	Grades 6-8 had the highest suspension rate.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%	Chronic Offenders - 2	Students are disciplined as needed for violating the Code of Conduct.
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		There were a total of 21 students suspended this school year for a total of 91 days. Number
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			Staff completed 2 surveys on school climate and culture. Using Panorama. Staff participated in both which are conducted at least every three years	Participation in the survey increased this year.

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	% Enrolle d in Any Instituti on	% Enrolled in 2- Year Instituti on	% Enroll ed in 4-Year Institu tion	% Enrolled in Public Instituti on	% Enroll ed in Privat e Institu tion	% Enrolle d in In- State Instituti on	% Enrolle d in Out-of- State Institu tion	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.			N/A	N/A
		# of 8th grade students enrolled in Algebra 1	5		
		% of students with a C or better			
		Count of students who took the Algrbra 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	<ul style="list-style-type: none"> *Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs 		<p>Framework: Danielson</p> <p># Teachers to Evaluate: 63</p> <p># Non-tenure teachers (years 1 & 2) - 16</p> <p># Non-tenure teachers (years 3 & 4)- 11</p> <p># Teachers on CAP- 0</p> <p>#Teachers receiving mSGP - 19</p> <p>Scheduled: 146 Completed: 146</p> <p>Highly Effective- 49 Effective- 14 Partially Effective- 0 Ineffective- 0</p>	<p>All teachers evaluated this year fell between highly effective, and effective. There were no teachers identified as partially or ineffective. All staff members evaluated were utilizing technology and engagement was evident. Teachers would benefit from continued professional development.</p> <p>Teachers are implementing programs and resources in order to enhance instruction.</p> <p>Teachers would benefit from continued professional development in order to effectively use the many tools available to them.</p>

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Attendance	Chronic Illness	Attendance Reports, Documentation, Realtime reports	N/A
Parent and Family Engagement	Socioeconomic, work, time, post-pandemic status evels of parent participation in school events and meetings - Effectiveness of communication with parents - Impact of family engagement on student performance - Socioeconomic, work, post-pandemic status	Sign in Sheets - meeting minutes	Increased engagement noted through higher attendance at
Financial	A large population of economically disadvantaged families	There is still a large number of families that qualifies for free or reduced. Information is based on student data.	Adequate funding allocated to support instructional needs -
Demographic	Student demographics including socioeconomic status, ethnicity, and special education needs - Trends in enrollment and population changes	Total Enrollment: 649 students - Economically Disadvantaged Students: 40% - Special Education Students: 100	Diverse student population with a significant proportion of
Academic Information	Student performance on standardized tests - Progress in meeting academic benchmarks - Intervention effectiveness	NJSLA Proficiency Rates: ELA 62.7%, Math 35.6% - SGP: ELA 61.0, Math 51.5 - Intervention Programs: Wilson Reading, Read 180, High Dosage Tutoring	ELA proficiency higher than Math, indicating a need for targeted

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?

The school planning team will employ various strategies to disseminate the results of the comprehensive needs assessment and ensure widespread access to the information among relevant stakeholders, including those outside of the ASP (Annual School Plan) school planning team. At the start of the academic school year, the results will be shared during the initial PLC meeting, with digital versions made available in our Digital Briefcase for year-round access. The information will be presented using visual aids to ensure understanding by all stakeholders. Teachers will further discuss the results in smaller PLC meetings to address any questions. Additionally, the results will be posted on our school webpage to ensure transparency and accessibility for parents, community members, and external partners. This multi-faceted approach ensures timely, clear, and broad dissemination of the needs assessment results, fostering an inclusive and informed school community.

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

The school's parent and family engagement program will address priority needs through a range of events and social media platforms. The PTA will promote events on the school's Facebook page, while grade levels will host inviting events. Teachers, including the Title One teacher, will hold informational nights on various topics. The school's Twitter account, Digital Backpack, Schoology, Class Dojo / Remind, and Seesaw will be regularly updated to promote parent involvement. These initiatives actively involve parents and families in addressing priority needs, leveraging their expertise, and promoting collaboration. The program aims to create a stronger partnership between the school and families, leading to improved student outcomes.

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	4-Sustaining	4	1.3, 1.5
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	3-Developing		
Assessment	1	A	4-Sustaining	4	2.3
	2	A	4-Sustaining		
	3	A	4-Sustaining		
Professional Learning Community (PLC)	1	A	3-Developing	3	3.1, 3.2, 3.3, 3.4.
	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	3-Developing	3	4.2, 4.3, 4.4, 4.5, 4.7, 4.9, 4.11, 4.12, 4.13, 4.14
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	6	A	4-Sustaining		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	3-Developing		
	10	A	4-Sustaining		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	3	5.1

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	Vocabulary and Literacy skills and exposure	Need for supplemental support and enough material for special education classes Chronic absenteeism Lack of parent involvement or ability to assist their struggling children	Special Needs Students & At-risk students	1	District wide purchase of Iready	I-Ready will be used as a diagnostic tool for grades K-8. I-Ready provides valuable feedback for teachers and the data team to analyze. Progress monitoring will ensure student growth and bridge gaps. I-Ready will assign materials on students levels and bridge gaps while monitoring progress.	Strong Demonstrates a Rationale	https://login.i-ready.com/ https://realtimesis.com/bayonne https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf

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>Continue to incorporate novels and the newly adopted Savvas Literacy Program.</p> <p>Introduce a word of the week.</p>	<p>Novels and nonfiction books stimulate kids' sensory awareness, helping students to see, hear, taste, feel, and smell on an imagined level. Books engage imaginations, inspiring creativity. Imagining stories helps activate the regions of your brain responsible for better understanding others and seeing the world from a new perspective. Through the incorporation of grade-level novels along with the Savvas Literacy Program, we can promote literacy skills that enable students to interpret</p>	<p>Strong Demonstrates a Rationale</p> <p>https://login.i-ready.com/ https://www.curriculumassociates.com/programs/i-ready-learning/teacher-toolbox https://www.savvasrealize.com/dashboard/viewer</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
					information, analyze, explain, and express ideas.		

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	Provide professional development opportunities to staff.	Provide professional development for staff to ensure strategies are implemented effectively. Professional Development allows teachers to engage in a collaborative learning process to identify needs, collaborate, and problem-solve. PLCs will support professional development. Results of professional development can be measured through enhanced lesson plans that demonstrate an understanding of the topics discussed in the PD for teachers as well as the use of materials.	Strong Demonstrates a Rationale	https://www.curriculumassociates.com/products/i-ready/i-ready-partners/professional-development https://www.nj.gov/education/profdev/ https://www.nea.org/professional-excellence/student-engagement/tools-tips/why-professional-development-matters

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	Chronic Absenteeism- Why are some students not attending school on a regular basis?	Contributing factors may include: extended illness out-of-school suspension transportation issues. (missing school bus) low engagement social-emotional stressors disability/health issue	Special Needs	1	Continue a reward incentive for model monthly attendance.	A monthly, quarterly, and triennial list of students is compiled to recognize perfect attendance. Names are provided by homeroom teachers and one student per grade level is selected for a reward.	Strong Demonstrates a Rationale	https://bboed.schoology.com/https://realtimesis.com/bayonne https://realtimesis.com/bayonne https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf

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	Keep a file for students with district attendance letters and appropriate medical documentation.	Medical excusal forms are filed and kept within the nurses office. Applicable information is input into realtime to track student data. Attendance letters are sent to classroom teachers and filed in respective CUM folders. Attendance officer accesses information as needed in order to review interventions in place.	Strong Demonstrates a Rationale	https://realtimesis.com/bayonne https://www.state.nj.us/education/students/safety/behavior/attendance/

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	An attendance committee will be formed to discuss a plan of action for any students in violation of the district attendance policy. An attendance officer will be appointed to assess and communicate daily attendance concerns.	Attendance committee is approved during the summer board meeting. Each member is responsible for pulling real-time data, working in conjunction with the attendance officer, identifying trends, and informing parents of chronic absenteeism. Members assess and communicate daily attendance concerns.	Strong Demonstrates a Rationale	https://realtimesis.com/bayonne https://www.state.nj.us/education/students/safety/behavior/attendance/

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	Growth in the areas of responsibility, social skills, empathy, and peer relations.	Classified students (i.e. emotional/behavior disorders; academic weakness) Lack of motivation Lack of parental guidance/support	Special Needs Students & At-risk students	1	Implement the Second Step Program along with previously purchased resources with a concentration on motivational, educational, and real-world connections.	Strong Demonstrates a Rationale	https://www.secondstep.org/ https://www.education.com/ https://www.superteacherworksheets.com/

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	SEL Parent workshops	Title 1 interventionists conduct parent workshops (minimum of 3 per year) in order to provide resources to parents on various topics. Parent attendance is collected to document the participation.	Moderate , Promising , Demonstrates a Rationale	https://bboed.schoology.com/ https://www.nj.gov/njparentlink/parenting/101/ https://www.nj.gov/education/safety/wellness/selearning/
				3	Family Educational Nights	Family educational nights will be held and cover various topics. Attendance sheets are collected to document participation.	Moderate , Promising , Demonstrates a Rationale	https://bboed.schoology.com/ https://www.ed.gov/stem

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	Mathematics skills and exposure	<p>Need for supplemental support and resources for all learners</p> <p>Chronic absenteeism</p> <p>Lack of parent involvement or ability to assist their struggling children</p>	Special Needs Students & At-risk students	1	Implement previously purchased tools for grades K-8	Strong, Moderate	https://www.stmath.com/ https://login.i-ready.com/clever.com/in/bboed/

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	Purchase Super Teacher Worksheets subscription; and Provide additional resources	Providing teachers with adequate resources ensures that they have the appropriate materials to meet individual needs. Utilizing these resources steps away from the textbook and can increase student engagnemt. Additionally, this allows for varied instruction as well as modified content to ensure understanding.	Strong , Moderate	education.com https://www.superteacherworksheets.com/

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	Provide professional development, as well as monthly PLC's	Professional Development allows teachers to engage in a collaborative learning process to identify needs, collaborate, and problem-solve. PLCs will support professional development. Professional development results can be measured through enhanced lesson plans that demonstrate an understanding of the topics discussed in the PD for teachers and the use of materials.	Strong	https://www.curriculumassociates.com/products/i-ready/i-ready-partners/professional-development https://www.nea.org/professional-excellence/student-engagement/tools-tips/why-professional-development-matters

SMART Goal 1

By June 1, 2025, John M. Bailey Community School will provide additional opportunities for students to have access and increased exposure to informational and literature reading materials. At least 60% of all students will show an increase in their diagnostic reading scores by at least 10-30 points from their initial diagnostic window to the final diagnostic window.

Area of Focus Effective Instruction

Content Area English/Language Arts

Priority Performance Vocabulary and Literacy skills and exposure

Target Population: Special Needs Students & At-risk students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will begin to take Diagnostic Assessments to obtain a baseline score. Professional Development will be offered. Additional reading materials will be purchased.	Data from the beginning of the year Diagnostic Assessments One I-Ready Professional Development completed Materials purchased will be distributed DA #1
Feb 15	The teacher will collect and review data. Students will increase from the baseline score.	I-Ready reports District Assessment #2 Attendance committee reports
Apr 15:	Students will increase from the midyear score.	I-Ready reports District Assessment #3 Teacher Observation Data collection

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 1, 2025, John M. Bailey Community School will provide additional opportunities for students to have access and increased exposure to informational and literature reading materials. At least 60% of all students will show an increase in their diagnostic reading scores by at least 10-30 points from their initial diagnostic window to the final diagnostic window.	I-Ready reports Teacher observation Collection of data District Assessment #4

Strategy 1 - District wide purchase of Iready

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Administer initial Diagnostic to students	9/3/24	6/30/25	Classroom Teacher
2	1	Review data from the initial diagnostic to identify specific areas of concern	9/3/24	6/30/25	Classroom Teacher
3	1	Incorporate strategies in daily instruction to promote student growth	9/3/24	6/30/25	Classroom Teacher

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

Strategy 2 - Continue to incorporate novels and the newly adopted Savvas Literacy Program.

Introduce a word of the week.

Action Steps

SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Students will utilize Savvas Literacy Program and its components	9/3/24	6/30/25	Classroom Teacher
2	2	Teachers will introduce grade level novels and supplemental reading materials	9/3/24	6/30/25	Classroom Teacher

< SMART Goal 1, Strategy 2 - Budget Items: NO DATA >

Strategy 3 - Provide professional development opportunities to staff.

Action Steps

SMART Goal 1 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Identify areas of need with respect to professional development	9/3/24	6/30/25	Principal
2	3	Staff will attend professional development provided by district to further knowledge on respective programs	9/3/24	6/30/25	Classroom Teacher
3	3	Teachers will seek and attend additional professional development as needed	9/3/24	6/30/25	Classroom Teacher

Budget Items

SMART Goal 1 - Strategy 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Professional Development for staff / Safe Schools Trainings	SCHOOLWIDE - Schoolwide Blended / 520-930	\$0	State/Local

SMART Goal 2

By June 1, 2025, John M. Bailey Community School will address poor attendance through various strategies and techniques. We will focus on daily attendance and promote it through school-wide practices. As a result, a 2% reduction in chronic absenteeism will be visible when compared to the previous school year.

Area of Focus Climate & Culture - Attendance/Behavior

Content Area Attendance/Chronic Absenteeism

Priority Performance Chronic Absenteeism- Why are some students not attending school on a regular basis?

Target Population: Special Needs

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	The attendance monitor will prepare a list of at-risk students that will be referred to the attendance committee. At each cycle, we will review and provide an update as to the status of each student's attendance. Further, we will provide necessary intervention as it is deemed appropriate.	Daily Attendance Teacher observation Academic performance Teacher check-in Emotional well being
Feb 15	Students will show an increase in motivation and a positive outlook towards school from the incorporation of real-world connection lessons.	Daily Attendance Teacher observation Academic performance Teacher check-in Emotional well being Improved behavior

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	A rewards-based incentive program will be implemented for perfect monthly attendance.	Emotional well being Daily Attendance Teacher observation Academic performance Daily Behavior Logs Improved behavior Teacher's records of student rewards
Jul 1	By June 1, 2025, John M. Bailey Community School will address poor attendance through various strategies and techniques. We will focus on daily attendance and promote it through school-wide practices. As a result, a 2% reduction in chronic absenteeism will be visible when compared to the previous school year.	Daily Attendance Teacher observation Academic performance Improved behavior Teacher's records of students' rewards

Strategy 1 - Continue a reward incentive for model monthly attendance.

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Implement motivational, educational, strategic rewards along with board games and a storage cart; these items were previously purchased	9/3/24	6/30/25	Principal
2	1	Implement previously purchased materials to increase motivation and make real-world connections	9/3/24	6/30/25	Classroom Teacher
3	1	Classroom teachers will collect data to ensure the effectiveness of implemented strategies and identify at-risk students	9/3/24	6/30/25	Classroom Teacher

< SMART Goal 2, Strategy 1 - Budget Items: NO DATA >

Strategy 2 - Keep a file for students with district attendance letters and appropriate medical documentation.

Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Real-time generated letters will be sent home and filed for documentation purposes.	10/1/24	6/30/25	Homeroom Teacher / Secretary
2	2	Teacher will collect medical documentation and send to nurse for documentation	9/3/24	6/30/25	Homeroom Teacher / Nurse
3	2	School nurse will collect information and input in realtime when applicable or add to students individual file	9/3/24	6/30/25	Homeroom Teacher / School Nurse

Budget Items

SMART Goal 2 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Genesis letters / teacher training to collect data / print letters	SCHOOLWIDE - Schoolwide Blended / 520-930	\$0	State/Local

Strategy 3 - An attendance committee will be formed to discuss a plan of action for any

students in violation of the district attendance policy. An attendance officer will be appointed to assess and communicate daily attendance concerns.

Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Attendance committee will be formed and approved for the 23-24 school year	9/3/24	6/30/25	Principal
2	3	Attendance committee will compile a list bi-weekly	10/1/24	6/30/25	Attendance Committee
3	3	Students at risk for infringement of Attendance Policy will be referred to the attendance committee	10/1/24	6/30/25	Attendance Committee / Homeroom Teacher
4	3	The attendance committee will contact parents/guardians as needed	9/3/24	6/30/25	Attendance Committee/Attendance Monitor

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

SMART Goal 3

By June 1, 2025, John M. Bailey Community School will promote an awareness of Social Emotional Learning through daily classroom practices. We will continue implementing the Second Step Curriculum and the Panorama survey tool. At least 60% of students will participate in the Panorama survey and demonstrate an improvement in their social-emotional skills, by increased use of the Second Step program and Panorama surveys from the beginning to the end of the academic year.

Area of Focus Social and Emotional Learning

Content Area Social Emotional Learning

Priority Performance Growth in the areas of responsibility, social skills, empathy, and peer relations.

Target Population: Special Needs Students & At-risk students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Additional materials will be purchased, teachers will utilize the Second Step Program during classroom instruction, and Panorama survey results will be reviewed	Data collected from previous years, panorama survey, results from The Second Step program, and teacher observations
Feb 15	Students will participate in various activities and develop skills in the areas of responsibility, social skills, empathy, and peer relations.	Review of interventions, Panorama Survey, Second Step program, and teacher observations
Apr 15:	Students will display growth in the areas of responsibility, social skills, empathy, and peer relations.	Teacher observations, Panorama Survey, Second Step program, and various surveys

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 1, 2025, John M. Bailey Community School will promote an awareness of Social Emotional Learning through daily classroom practices. We will continue implementing the Second Step Curriculum and the Panorama survey tool. At least 60% of students will participate in the Panorama survey and demonstrate an improvement in their social-emotional skills, by increased use of the Second Step program and Panorama surveys from the beginning to the end of the academic year.	Panorama Survey, Second Step activities, and teacher observations

Strategy 1 - Implement the Second Step Program along with previously purchased resources with a concentration on motivational, educational, and real-world connections.

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Utilize remaining resources, subscriptions, and materials to promote a positive learning environment	9/3/24	6/30/25	Classroom Teacher
2	1	Implement previously purchased materials to increase motivation and make real-world connections	9/3/24	6/30/25	Classroom Teacher

Budget Items

SMART Goal 3 - Strategy 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Utilize previously purchased materials to increase motivation and make real-world connections	SCHOOLWIDE - Schoolwide Blended / 520-930	\$0	State/Local

Strategy 2 - SEL Parent workshops

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Assess the needs of parents to help them better support students by surveying	10/1/24	6/30/25	Principal
2	2	Offer workshops for parents on various programs and provide resources	10/1/24	6/30/25	Classroom Teacher
3	2	Survey parents conduct needs assessment and analyze results to ensure appropriate topics are offered	10/1/24	6/30/25	Teacher / Principal

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

Strategy 3 - Family Educational Nights

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Family educational nights will be held and cover various topics	9/3/24	6/30/25	Classroom Teacher
2	3	Provide resources, strategies, and information to parents to increase home-school connection	9/3/24	6/30/25	Classroom Teacher

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
3	3	Parent workshops will bridge the home to school gap and build better communication	9/3/24	6/30/25	Classroom Teacher

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

SMART Goal 4

By June 1, 2025, John M. Bailey Community School mathematics teachers will emphasize increased exposure to mathematical skills and concepts. As a result, at least 60% of students will show an increase of 10-30 points in their diagnostic, benchmark, and state assessment scores from the beginning to the end of the school year.

Area of Focus	Effective Instruction
Content Area	Mathematics
Priority Performance	Mathematics skills and exposure
Target Population:	Special Needs Students & At-risk students

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Students will use Iready, Complete Diagnostics, Moby Max, and ST Math to assess individual student levels	Benchmark, diagnostic, and IReady results from the previous year, District Assessment, Teacher observation
Feb 15	Students will show an increase in mastery as per achievements.	Diagnostic results, Iready Reports, ST Math reports, Moby Max, Think Central District Assessment #2, and Teacher Observation
Apr 15:	Students will show an additional increase in Mathematic Scores using the tools provided.	Data reports, ST Math reports, Iready Reports, District Assessment #3, Think Central, Teacher ObservationTeacher

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 1, 2025, John M. Bailey Community School mathematics teachers will emphasize increased exposure to mathematical skills and concepts. As a result, at least 60% of students will show an increase of 10-30 points in their diagnostic, benchmark, and state assessment scores from the beginning to the end of the school year.	Supplemental resources from Teachers Pay Teachers, Super Teacher Worksheets, and Education.com, Teacher observation, Iready Reports, diagnostic results, ST Math reports, District Assessment #4, Teacher Observation

Strategy 1 - Implement previously purchased tools for grades K-8

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Review Iready results from previous year	9/3/24	6/30/25	Classroom Teacher
2	1	Review data from IXL , diagnostics, and individual reports to identify areas of need	9/3/24	6/30/25	Classroom Teacher
3	1	Go Math, and ST Math to enhance instruction and review data collected	9/3/24	6/30/25	Classroom Teacher

< SMART Goal 4, Strategy 1 - Budget Items: NO DATA >

Strategy 2 - Purchase Super Teacher Worksheets subscription; and Provide additional resources

Action Steps

SMART Goal 4 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Purchase Teachers Pay Teachers subscription; Super Teacher Worksheets subscription	9/3/24	6/30/25	Principal
2	2	Become familiar and utilize Super Teacher Worksheets, Education.com, additional resources	9/3/24	6/30/25	Classroom Teacher
3	2	Review data and obtain supplemental resources for struggling students	9/3/24	6/30/25	Classroom Teacher

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

Strategy 3 - Provide professional development, as well as monthly PLC's

Action Steps

SMART Goal 4 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Staff will attend professional development provided by the district	9/3/24	6/30/25	Classroom Teacher
2	3	Teachers will seek and attend additional professional development as needed	9/3/24	6/30/25	Classroom Teacher
3	3	Identify additional areas of need with respect to professional development	9/3/24	6/30/25	Principal

Budget Items

SMART Goal 4 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Staff attendance for professional development provided by the district	SCHOOLWIDE - Schoolwide Blended / 520-930	\$0	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	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
Total Cost			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Overview of Total Title 1 Expenditures

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

School Level Certification Page

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

Title: Principal

Date: 06/26/2024

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:
Date:

Dr. Dennis C. Degnan
07/30/2024

Title:

Assistant Superintendent of Schools for Curriculum

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