MARY J DONOHOE COMMUNITY SCHOOL

District:	BAYONNE CITY	School Identification:	NA
County:	HUDSON	Targeted Subgroup	
Team:	NA	CDS:	170220080

Annual School Planning 2024-2025

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Joanne Pasuco	Yes	Yes	Yes		
Community Member	Kelli Dugan	Yes	Yes	Yes		
Teacher	Marissa Wade	Yes	Yes	Yes		
Teacher	Kelly Carroll	Yes	Yes	Yes		
Counselor	Amanda Schenkman	Yes	Yes	Yes		
Teacher - Special Education	Lena Guttman	Yes	Yes	Yes		
Principal	Philip J. Baccarella	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
11/13/2023	Prior Year Evaluation	Yes	Yes
02/14/2024	Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/10/2024	Comprehensive Data Analysis and Needs Assessment	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
Online Platforms such as IXL, and i-Ready to create small group instruction ST Math for supporting content	Math	Total Population with a strong focus on the	Yes	Yes	Yes	The iReady Diagnostic increased from Diagnostic 1 to Diagnostic 3	Yes
PLCs and Coaching to create small group instruction Link-it Data	Math	Total Population with a strong focus on the	Yes	Yes	Yes	LinkIt Reports help group students according to strengths and weaknesses.	Yes
Second Step Program	Climate/Culture and social-emotional learning	K-8 with a stronger focus on grades 4-8	Yes	Yes	Yes	Students participated in the 2nd step program	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
SAC counselor SEL lessons Peer/Social Skills Groups	SEL	K-8 with a stronger focus on grades 4-8	Yes	Yes	Yes	Students met with SAC/Counselor throughout the year	Yes
Professional development to focus on specific SEL strategies based on survey results.	SEL	K-8 with a stronger focus on grades 4-8	Yes	Yes	Yes	SAC/Counselors participated in PD throughout the year.	Yes
Online Platforms such as IXL, i-Ready, SAVVAS to create small group instruction	ELA	Total Population with a stronger focus on the	Yes	Yes	Yes	The iReady Diagnostic increase from Diagnostic 1 to Diagnostic 3	Yes
PLCs and Coaching to create small group instruction	ELA	Total Population with a stronger focus on the	Yes	Yes	Yes	LinkIt Data helps group students according to their strengths and weaknesses	Yes
Professional development to focus on small group instruction.	Math/ELA	Total Population with a stronger focus on the	Yes	Yes	Yes	PD to focus on small group	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
Parent Workshop	Attendance	Total Population with a focus on the African	No	Yes	No	N/A	Yes
Attendance committees	School Wide	Total Population with a focus on the African	Yes	Yes	Yes	Parent Communication increased and the attendance rate went up.	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. | | | | | | | NJSLA
Math NJSLA Spring 23
Grade 3 - 44% District - 38% State - 46%
Grade 4 - 34%   District - 40% State - 44%
Grade 5 - 27%   District - 27% State - 40%
Grade 6 - 26%   District - 27% State - 34%
Grade 7 - 17%   District - 31% State - 34%
Grade 8 - 20%   District - 20% State - 18%

ELA NJSLA Spring 22
Grade 3 - 42% District - 41% State - 42%
Grade 4 - 44% District - 51% State - 51%
Grade 5 - 68% District - 54% State - 53%
Grade 6 - 48% District - 53% State - 49%
Grade 7 - 54% District - 61% State - 56%
Grade 8 - 48% District - 58% State - 55% | Math NJSLA
*Grade 3 was above the district but not the state
*Grade 5 was equal to the district but not the state
*Grade 8 was equal to the district and above the state
*All other grades were below the district and the state

ELA NJSLA
*Grade 3 is above the district and equal to the state
*Grade 4 is below the district and the state (also maternity leave from January)
*Grade 5 above district & state
*Grade 6, 7, and 8 were below the district and the state |

Prepopulated Data table:

Student Group	ELA	Math	Alg1	Alg2	Geo
Schoolwide	51.1%	29.4%	*		
White	57.5%	37.4%	*		
Hispanic	46%	20%	*		
Black or African American	41.5%	16.7%	*		
Asian, Native Hawaiian, or Pacific Islander	66.7%	66.7%	*		
American Indian or Alaska Native	*	*	*		
Two or More Races	*	*	*		
Female	58.7%	24.5%	*		
Male	44.4%	33.9%	*		
Economically Disadvantaged Students	43.5%	24.1%	*		
Non-Economically Disadvantaged Students	61.2%	36.4%	*		
Students with Disabilities	21.8%	10.9%	*		
Students without Disabilities	57%	33.1%	*		
English Learners	31.3%	27.8%	*		
Non-English Learners	52.1%	29.4%	*		

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	Please see the data below for the District Assessments and iReady assessment.	The chart states the dominant percentage of proficiency on the ELA & Math NJSLA is the Asian, Native Hawaiian, or Pacific Islander subgroup.

The Black or African American subgroup has the lowest proficiency percentage in both ELA & math.

The data also indicates female proficiency for scores are significantly higher than the males population in both language arts but in math the males have a higher percentage than the females.

Overall, the students are doing better on |
		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
				the language arts assessment.

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				NJSLA Science Grade 5 - 15% District - 21% State - 27% Grade 8 - 12% District - 14% State - 18%	Grade 5 and Grade 8 are below the district and the state The white population scored the highest of the subgroups and the female scores dominated over the male score.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	15%	12%			
		White	24%	19%			
		Hispanic	7%	13%			
		Black or African		0%			
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	17%	20%			
		Male	12%	4%			
		Economically	13%	5%			

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		
		Non-Economical	17%	16%			
		Students with					
		Students without	15%	12%			
		English Learners					
		Non-English	15%	12%			
		Homeless Students					
		Students in Foster Care					
		Military-Connected					
		Migrant Students					
		Non-Binary /					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)			Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	Students performed slightly better in math for the subgroups of white, Asian and males. Students performed better in language arts for the subgroups of Hispanic, black or African American, females, economically disadvantaged students & students with disabilities	The White population scored the highest percentage while the Hispanic and Black students are falling behind and need more focus.
		Schoolwide	49.5%	50%		
		White	52%	58%		
		Hispanic	47%	38%		
		Black or African American	46%	37%		
		Asian, Native Hawaiian, or Pacific	55%	55.5%		
		American Indian or Alaska Native	*	*		
		Two or More Races	*	*		
		Female	49%	48%		
		Male	50%	51%		
		Economically Disadvantaged	54%	45.5%		
		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		
		Students with Disabilities	49%	45%		
		Students without Disabilities				
		English Learners	53%	*		
		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
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					All students in Grades K-8 are administered benchmark assessments periodically throughout the year. Students in Grades K-2 are assessed in language arts and math through the i-ready online district assessment tool. These assessments are administered three times a year to measure student growth and progress in each content area. Students in grades 3-8 are required to take district assessments in each content area for every marking period throughout the year totaling four times a year. All scores are recorded in Realtime Gradebook.	In the ELA and Math Benchmark Assessment Participation for all grades were 100%. .
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	0%		
		5	100%	100%	100%	0%		
		6	100%	100%	100%	0%		
		7	100%	100%	100%	0%		
		8	100%	100%	100%	0%		
		9	100%	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	Cyclle 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	100%	100%	100%	0%		
		1	100%	100%	100%	0%		
		2	100%	100%	100%	0%		
		3	100%	100%	100%	0%		
		4	100%	100%	100%	0%		
		5	100%	100%	100%	0%		

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Data is from the iReady assessment and the District Assessments. Data provided from these benchmark assessments are recorded, analyzed, and broken down into subgroups identifying patterns and areas of strengths and weaknesses by each grade level teacher. These results are used to drive differentiated instruction.	Data from the assessments seem to be up and down. Scores can also be low from lacking previous year core skills. Cycle 3 seems to be the highest proficiency scored. There seems to be gradual growth from cycle to cycle.
		K	10%	40%	67%	0%		
		1	6%	22%	39%	0%		
		2	21%	41%	63%	0%		
		3	21%	7%	20%	0%		
		4	25%	18%	30%	0%		
		5	29%	28%	49%	0%		
		6	16%	23%	39%	0%		
		7	16%	26%	28%	0%		
		8	12%	12%	27%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		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	Data is from the iReady assessment and the District Assessments. Data provided from these benchmark assessments are recorded, analyzed, and broken down into subgroups identifying patterns and areas of strengths and weaknesses by each grade level teacher. These results are used to drive differentiated instruction.	Data from the assessments seem to be up and down. Scores can also be low from lacking previous year core skills. Only grades 6-8 are allowed calculator usage. The growth seems to vary between grades and cycles.
		K	4%	22%	47%	0%		
		1	2%	17%	44%	0%		
		2	2%	21%	48%	0%		
		3	16%	16%	22%	0%		
		4	27%	28%	14%	0%		
		5	14%	25%	21%	0%		
		6	15%	13%	17%	0%		
		7	10%	10%	21%	0%		
		8	0%	0%	0%	0%		
		9	100%	100%	100%	0%		
		10	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)					Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to				-2%	Most students tested out of the ESL program while others didn't.	This is the first year we have 2 ESL teachers.

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	444	PreK3 and PreK4- 54 students MALE- 28 White- 17 Black- 5 Hispanic- 4 Asian- 2 Native- 0 Multi- 0 FEMALE- 26 White- 15 Black- 2 Hispanic- 6 Asian- 3 Native- 0 Multi- 0 K - 49 students MALE- 28 White- 17 Black- 6 Hispanic- 2 Asian- 1 Native- 0 Multi- 2 FEMALE- 21 White- 11 Black- 4 Hispanic- 3 Asian- 0 Native- 0	The data presented shows that overall enrollment is incorrect. The current total number of students enrolled is 485. Out of the 485 students, 254 are male and 231 female. Although there is not a significant difference in the overall male and female population, data shows that male students are the dominant gender of grade levels. The white male population dominates the subgroup with a total of 132 males compared to 106 white females. Hispanic females dominate with 65 females enrolled compared to Hispanic males at 54. Black males had a slightly higher enrollment over
		Subgroup 1 YTD Student Enrollment Average	71		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			Multi- 1 Grade 1- 46 students MALE- 25 White- 15 Black- 3 Hispanic- 5 Asian- 2 Native- 0 Multi- 0 FEMALE- 21 White- 11 Black- 4 Hispanic- 3 Asian- 3 Native- 0 Multi- 0 Grade 2- 46 students MALE- 20 White- 13 Black- 2 Hispanic- 3 Asian- 1 Native- 0 Multi- 1 FEMALE- 26 White- 12 Black- 7 Hispanic- 2 Asian- 1 Native- 0 Multi- 4	black females at a difference of 38 compared to 35. The data represented shows 71 total students but MJD has 73 black students enrolled. Asian males had a higher enrollment over Asian females at a difference of 20 compared to 14. The Multi male and female student population is equal with 9 students each enrolled. There is only 1 Native Hawaiian/Pacific Islander enrollment is only 1 female.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			Grade 3 - 46 students MALE- 20 White- 12 Black- 1 Hispanic- 5 Asian- 1 Native- 0 Multi- 1 FEMALE- 26 White- 18 Black- 1 Hispanic- 5 Asian- 1 Native- 0 Multi- 1 Grade 4 - 50 students MALE- 29 White- 14 Black- 5 Hispanic- 7 Asian- 2 Native- 0 Multi- 1 FEMALE- 21 White- 10 Black- 3 Hispanic- 6 Asian- 2 Native- 1 Multi- 0	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			Grade 5 - 48 students MALE- 26 White- 7 Black- 3 Hispanic- 14 Asian- 1 Native- 0 Multi- 1 FEMALE- 22 White- 2 Black- 4 Hispanic- 13 Asian- 2 Native- 1 Multi- 0 Grade 6 - 52 students MALE- 27 White- 13 Black- 2 Hispanic- 9 Asian- 6 Native- 0 Multi- 1 FEMALE- 25 White- 8 Black- 5 Hispanic- 5 American Indian - 1 Asian- 0 Native- 0 Multi- 2	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			Grade 7 - 50 students MALE- 29 White- 17 Black- 5 Hispanic- 5 Asian- 0 Native- 0 Multi- 2 FEMALE- 21 White- 9 Black- 3 Hispanic- 9 Asian- 2 Native- 0 Multi- 1 Grade 8 - 44 students MALE- 22 White- 7 Black- 6 Hispanic- 4 Asian- 2 Native- 0 Multi- 2 FEMALE- 22 White- 10 Black- 2 Hispanic- 7 American Indian - 1 Asian- 2 Native- 0 Multi- 1	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				Total Students - Male- Female-	
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	94.67%	Attendance Rate: School Attendance Absent School 94.39% Present % Present by Grade K - 92.94 1 - 94.70 2 - 94.18 3 - 94.75 4 - 94.83 5 - 94.54 6 - 93.34 7 - 94.90 8 - 95.58	The school and grade attendance are all on or above 94.39%. The school sends out daily messages when students are absent. There are letters sent home when students are absent on __ days. The attendance committee at MJD provided parents with reminder letters for attendance with an absent day count from the previous year.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	771.88%	Chronic Absenteeism K - 8% 1 - 6% 2 - 6% 3 - 6% 4 - 6% 5 - 6% 6 - 7% 7 - 6% 8 - 5%	Interventions for chronic absenteeism follow district policy with generated daily phone calls of absenteeism, District Attendance Letters sent out after the 4th, 8th, and 10th day of being absent and a truancy officer visits the residence. School-wide incentive programs are given throughout the school year. This year there was a school attendance committee that mailed letters home at the beginning of the school year stating the importance of being in school. There were also incentives for. positive outcomes on absent students. The male students have a higher rate of absenteeism than the
		Subgroup 1 YTD Chronic	287.32%		
		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
					female students.
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	95.68%	Staff attendance was ok this year. Some teachers went above their given days and took days without pay.	Teachers are contractually allotted 10 sick days, 2 personal and 2 family sick days per year. Sick days also accumulate from year to year, and unused personal days convert to sick days for the following school year. Teachers had to use 5 sick days for covid-19 during the school year. There were 2 teachers on maternity leave, 1 teacher on occupational injury leave, 1 teacher is on a leave of absence

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			SUSPENSIONS - YTD 31 total INCIDENT ETHNIC COUNT White 1 students Black 4 students Hispanic 19 students American Indian 5 students Asian 1 student Multi 1 student	Many of all suspensions are repeat offenders. Fighting was a big factor this year. The Hispanic population had the most incidents reported. Inappropriate Behavior, COnduct unbecoming of a student, fighting, electronic device use, bullying, possession of a weapon, defiance of authority, vaping/smoking electronic cigarettes were the incidents reported this year.
		Student Suspension YTD Average - In School	0.00%		
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Suspension YTD Average - Out of School for Subgroup 2	0.78%		
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family				The students and staff take the Panorama Survey twice a 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.	*(see table below)*	n/a	n/a

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu
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 Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		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 Institu	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institu		
		Homeless Students									
		Students in Foster Care									
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT									n/a	n/a

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	4	4 Students and they all passed	Algebra students are identified using grade 7 data and the math director finalizes the algebra list for grade 8.
		% 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	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson	Teachers are evaluated by different administrators and supervisors throughout the school year. New teachers to the district have a mentor. Walkthroughs happen throughout the school year by the central office and building administration.	Classroom Observations Teacher evaluation practice scores generally increased from the first observation to the last. The Charlotte Danielson Model of Evaluation is used throughout the district. Professional development needs are to continue using the New Jersey Student Learning Standards to drive instruction and continue to focus on the math, science, and ELA programs. Teachers will continue to utilize the math and language arts standards, the Next Generation Science Standards, DRAs and Fundations. Also, further training on the iReady
		# Teachers to Evaluate	33		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	6		
		Cycle 2	4		
		Cycle 3	0		
		Cycle 4	0		

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
				Program, standard based report card, and RTI interventions and strategies are a priority.

Professional development also needs to be met to increase shared best practices, differentiation, centers, small groups, inventions, modifications, and accommodations. As well as team teaching models of inclusion with all teaching staff including inclusion,Title, Specialty, Nurse, gravel level, and interdisciplinary teachers. Professional development also need to include differentiating instruction to accommodate varying student abilities and interests and satisfying the need for remediation and enrichment. |

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

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent Communication via email, text and phone calls	Constant changing emails and phone numbers to communicate with	N/A	N/A

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 disseminate the findings of the comprehensive needs assessment to the teachers at a staff meeting. PLC time will be devoted to reviewing the outcomes. Meetings with parents and stakeholders will be scheduled in a timely fashion.

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

A Parent Teacher Organization (PTO) benefits the entire school community. The primary goal of the PTO is to keep our students family members active in the school culture. This will continue to foster a favorable attitude towards school. Students and faculty should feel at ease in their educational environment. The school PTO can help with fundraising to obtain resources that will benefit the children and staff, and serve as incentives or reinforcers to help us achieve our goals. They can also help the school organize activities to improve communication between stakeholders and the school.

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	The objective is that all teachers create beneficial SLOs for students utilizing the NJSLS to guide and strengthen instruction. The NJSLS are utilized to drive instruction that is rigorous but reachable for all learners. Walkthroughs are used to ensure fidelity to this requirement and alignment with the content of the course.	Teachers will concentrate on mastering the NJSLS and how they connect to student understanding. This can be accomplished through exit tickets or a quick lesson assessment before leaving the classroom.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	4-Sustaining		
Assessment	1	A	3-Developing	Teachers use various platforms throughout the school year to gather data and create assessments that mirror the NJSLA.	Continue to use NJSLS to assist students in mastering their grade-level learning objectives. In addition to online platform assessments, teachers will improve the assignment design to assist in the success of all students.
	2	A	3-Developing		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	Teachers at each grade level and content area meet twice a week to share best practices for ensuring effective grade-level development. After-school faculty and department meetings and district in-service days serve to monitor best and shared practices to improve assessment results.	Teachers and staff will continue to use PLCs to assess the impact of best and shared practices. They will work together to achieve success for all students.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	At Mary J. Donohoe, students and teachers take part in the Panorama district and school survey. The data is evaluated and analyzed to establish a strategy for addressing and meeting the needs of at-risk children. The data enables teachers and counselors to establish a secure, positive learning environment that promotes self-regulation.	We will continue to collaborate with the school climate team and staff to develop self-awareness and manage peer conflict. Monthly ceremonies will allow us to celebrate exemplary behavior, attendance, and academic performance.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	3-Developing		
	13	A	4-Sustaining		
	14	A	4-Sustaining		
Teacher and Principal Effectiveness	1	A	4-Sustaining	The principal has conducted both unannounced and announced observations and walkthroughs with teachers and staff to help improve student progress. The principal meets with teachers to review lesson requirements and provide comments following the evaluation to ensure growth and success. The principal attends PLC meetings with grade-level and content-area teachers.	Continue to support teachers for growth and success.

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	The data supports students are not consistent or with their district assessment, baseline, or benchmark scores (Link-it, i-Ready, NJSLA, etc.) Students in grade 3-8 struggle with: Grade 3 - Model & Reasoning, and Number & Operations - Fractions Grade 4 - Modeling & Reasoning, Fractions Grade 5 - Number & Operations in Base Ten Grade 6 - The Number System Grade 7 - Expressions and Equations Grade 8 -	Student attendance create gaps in student learning. Students are still working on closing the learning gaps using the My Path feature of iReady. The lack basic fact and computation skills is leading to a dislike in certain subject areas. .	Total Population with a stronger focus on grades 3-8				

Area of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s) /Subgroup(s)	List the Evidence-Based Intervention (Strategy/ Practice/ Activity)		Briefly Describe the Evidence-Based Intervention (Strategy/ Practice/ Activity) used to address the Priority Performance Need(s)	Evidence Tier	Evidence Link (s) or URLS
	Geometry			1	Online platform such as t i-Ready to create small group instruction

ST Math for supporting content | i-Ready is an online program for reading and/or mathematics that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year. This will be a new platform for grades 3-8

By offering analytics and recommendations, it is able to help support teaching and learning with a very focused outcome

ST Math is a PreK-8 visual instructional program that leverages the brain's innate | Moderate | https://eric.ed. gov/?id=ED566264 https://www. curriculumassociat es.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
					spatial-temporal reasoning ability to solve mathematical problems. ST Math is mastery based, which means students must pass each level with a score of 100% (all puzzles correctly solved) before the next level in a sequence becomes available to them. Each student has their own personalized journey and takes as long as they need to achieve mastery.		

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	PLCs and Coaching to create small group instruction Link-it Data	PLCs allow educators opportunities to directly improve teaching and learning. The teachers and coaches will provide best practices to use throughout the school year. PLCs are used to build stronger relationships between team members, help teachers stay on top of new research, and reflect on different ideas. The LinkIt! platform is an assessment management, data analytics, and intervention support solution to help improve	Moderate	https: //scholarworks. waldenu. edu/cgi/viewconten t.cgi? article=1619&cont ext=dissertations

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
						student performance. -Realtime Attendance Report		
				3	Professional development to focus on small group instruction.	Findings suggest low achieving students who work closely and collaboratively with their peers and their teacher in small group instruction not only improve their mathematical skills, but also have increased confidence in themselves and their math ability, as well as an improved attitude toward math.	Moderate	https://www. proquest. com/openview/314 d87bdb3a718a1f45 aac45fbabc052/1? pq-origsite=gscholar& cbl=18750

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	The data reports for attendance indicates we are below state level in the Black population. Students struggle coming to school on time or at all. Their motivation for academic success is struggling but we are making the students become more responsible for their learning success.	Students are struggling with social emotional issues. They are having difficulty expressing themselves and having a sense of belonging. They do not know how to manage their feelings and/or responses. This is causing peer conflict which at times gets confused as bullying.

The lack of motivation to come to come to school seems to play an important part in student attendance. The students with excessive lates and/or absenteeism have | Total Population | 1 | Parent Workshop | Parent workshops are set up . to train the parents to focus on the all-round development of their children, to meet other parents, and to understand the curriculum. | Promising | https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?httpsredir=1&article=2072&context=doctoral |
| | | | | 2 | Attendance committees | Attendance committee will meet frequently and review and analyze student attendance patterns and trends. | Strong | https://www.researchgate.net/publication/340537672_A_Multidimensional_Multi-tiered_System_of_Supports_Model_to_Promote_School_Attendance_and_Address_School_Absenteeism |
| | | | | 3 | Positive reward system for good attendance | Attendance committee will organize and implement programs to reward students for their good attendance. | Promising | https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.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
		extreme gaps in their learning.					

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	The data supports students are not consistent or with their district assessment, baseline, or benchmark scores (Link-it, i-Ready, NJSLA, etc.) Students in grades 3-8 struggle with: Grade 3 - Informational text, Narrative writing Grade 4 - All writing areas Grade 5 - Literature Grade 6 - Research simulation writing Grade 7 - Science/Technology, Literary Analysis Writing Grade 8 - Literature	Student attendance create gaps in student learning. Students are still working on closing the learning gaps through iReady My Path. The lack student comprehension and phonemic awareness skills from the lower grades is leading to a dislike in certain subject areas. .	Total Population with a stronger focus on grades 3-8	1	Online Platforms such as i-Ready and SAVVAS to create small group instruction	i-Ready is an online program for reading and/or mathematics that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year. This will be a new platform for grades 3-8 By offering analytics and recommendations, it is able to help support teaching and learning with a very focused outcome	Moderate	https://eric.ed.gov/?id=ED566264

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	PLCs and Coaching to create small group instruction	PLCs allow educators opportunities to directly improve teaching and learning. The teachers and coaches will provide best practices to use throughout the school year. PLCs are used to build stronger relationships between team members, help teachers stay on top of new research, and reflect on different ideas.	Moderate	https: //scholarworks. waldenu. edu/cgi/viewconten t.cgi? article=1619&cont ext=dissertations

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	Professional development to focus on small group instruction.	We found that professional development focused on specific instructional practices increases teachers¿ use of those practices in the classroom. Furthermore, we found that specific features, such as active learning opportunities, increase the effect of the professional development on teacher¿s instruction.	Strong	https://www. proquest. com/openview/314 d87bdb3a718a1f45 aac45fbabc052/1? pq- origsite=gscholar& cbl=18750

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	Students need to regulate their feelings and distinguish what peer conflict is. The targeted students from the Panorama Survey will be receiving extra support.	Students are struggling with social emotional issues. They are having difficulty expressing themselves and therefore not getting along. They do not know how to manage their feelings and/or responses. This behavior causes students to act out in ways that need counseling.	K-8 with a stronger focus on grades 4-8	1	Second Step Program	Second Step is a social-emotional learning program that teaches various social and emotional skills such as emotion recognition and management, empathy, problem solving, bullying prevention, and goal-setting. It is paper and online based to accommodate all learning styles.	Moderate	https://psycnet. apa. org/doiLanding? doi=10.1037% 2Fdev0000621

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	SAC counselor SEL lessons

Peer/Social Skills Groups | The role of the Student Assistant Counselor (SAC) is to be a support system for those students in the school environment, provide counseling services and interventions that build upon their strengths, monitor student progress, and coordinate referrals as needed. The SAC also conducts counseling groups that target a particular demographic of students based on trends observed in the data. | Moderate , Promising | https://journals. sagepub. com/doi/10. 1177/2156759X209 04491 |

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	Professional development to focus on specific SEL strategies based on survey results.	By using their social interaction skills, teachers create an autonomous and supportive climate in the classroom. Research, however, is scarce on how teachers can develop these skills despite being emphasized as key tools in modern learning psychology.	Promising	https://helda. helsinki. fi/handle/10138/13 6437

SMART Goal 1

By June 30, 2025, all grade levels will have an increase of 10% in proficiency from the district i-Ready assessment (first diagnostic to third diagnostic end-of-year view).

Area of Focus	Effective Instruction
Content Area	Math
Priority Performance	The data supports students are not consistent or with their district assessment, baseline, or benchmark scores (Link-it, i-Ready, NJSLA, etc.)

Students in grade 3-8 struggle with: Grade 3 - Model & Reasoning, and Number & Operations - Fractions
Grade 4 - Modeling & Reasoning, Fractions
Grade 5 - Number & Operations in Base Ten
Grade 6 - The Number System
Grade 7 - Expressions and Equations
Grade 8 - Geometry

Target Population: Total Population with a stronger focus on grades 3-8

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 95% of students will have completed the iReady diagnostics and Link it Form A. Teachers will create flexible small groups based on need after reviewing state assessment data, classroom assessments and observations, the iReady math diagnostic data and Link it assessment.	Diagnostic data reports for Link it and iReady, Lesson plans
Feb 15	Teachers continue to meet in PLC¿s to review student achievement and reflect on instructional practices. At least 50% of students are completing the required 45min per week on iReady.	PLC agendas and minutes, Lesson plans, iReady usage report

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15:	Teachers continue to meet in PLC¿s to review student achievement and reflect on instructional practices. At least 70% of students are completing the required 45min per week on iReady.	PLC agendas and minutes, Lesson plans, iReady usage report
Jul 1	By June 30, 2025, all grade levels will have an increase of 10% in proficiency from the district i-Ready assessment (first diagnostic to third diagnostic end-of-year view).	i-Ready (EOY) End of Year Data

Strategy 1 - Online platform such as t i-Ready to create small group instruction

ST Math for supporting content

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Utilize i-Ready and ST Math to focus on content area deficiencies.	9/10/24	6/20/25	School wide
2	1	Utilize Link It Data	9/10/24	6/20/25	School wide

Budget Items

SMART Goal 1 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	N/A	SUPPORT SERVICES - Other Purchased Services / 200-500	$1	State/Local

Strategy 2 - PLCs and Coaching to create small group instruction

Link-it Data

Action Steps

SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
2	2	Create a teacher schedules conducive for PLC's	9/10/24	6/20/25	School wide
3	2	Teachers have manipulative kids for each student and are being used.	9/10/24	6/20/25	Teachers
4	2	Test prep curriculum has been discussed and designed.	9/10/24	6/20/25	Principal and staff
5	2	Action plans created based on projected proficiency reports, focus on borderline students.	9/10/24	6/20/25	Principal and teachers

Budget Items

SMART Goal 1 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	N/A	SUPPORT SERVICES - Other Objects / 200-800	$1	State/Local

Strategy 3 - Professional development to focus on small group instruction.

Action Steps

SMART Goal 1 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
3	3	Enroll teachers in PD that will focus on small group instruction	9/10/24	6/20/25	School wide
4	3	promote positive pedagogy by providing PD opportunities for teachers to enhance their competence and teaching practices.	9/10/24	6/20/25	Principal and staff
5	3	Utilize technology to showcase IXL activities, interactive lessons, and collaborative problem-solving sessions	9/10/24	6/20/25	Teachers and principal
6	3	Classroom teachers maximizing the potential of their promethean boards with IXL lessons and overall student performance	9/10/24	6/20/25	Teachers and staff

Budget Items

SMART Goal 1 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	N/A	INSTRUCTION - Supplies & Materials / 100-600	$1	State/Local

SMART Goal 2

By May 2025, decrease chronic absenteeism by 3% based on May 2024 cumulative attendance results through increased parental involvement and a positive reward system, measured by chronic absenteeism data.

Area of Focus	Climate & Culture - Attendance/Behavior
Content Area	Climate and Culture
Priority Performance	The data reports for attendance indicates we are below state level in the Black population. Students struggle coming to school on time or at all. Their motivation for academic success is struggling but we are making the students become more responsible for their learning success.
Target Population:	Total Population

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	An attendance committee is created and meets on a regular basis to review student attendance. At-risk students are identified using 2024-2025 attendance data. The attendance Committee plans out contests, student achievement criteria, and attendance criteria for recognition to be held for each cycle	agendas and minutes, attendance data for the 2024-2025 school year, list of at-risk students, letters home to families, call logs
Feb 15	The Attendance Committee continues to monitor student attendance, reach out to families, and meet with individual students identified as chronically absent. At least one parent workshop has been held and students are recognized for continued or improved attendance each month.	agendas and minutes, activities/assemblies/contest/award recognition, attendance records for parent workshops, letters home to families, call logs
Apr 15:	The Attendance Committee continues to monitor student attendance, reach out to families, and meet with individual students identified as chronically absent. At least one parent workshop has been held and students are recognized for continued or improved attendance each month.	agendas and minutes, activities/assemblies/contest/award recognition, attendance records for parent workshops, letters home to families, call logs

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By May 2025, decrease chronic absenteeism by 3% based on May 2024 cumulative attendance results through increased parental involvement and a positive reward system, measured by chronic absenteeism data.	Panorama Survey EOY Results and Final Attendance Report

Strategy 1 - Parent Workshop

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	hold parent workshops to highlight the importance of good attendance.	9/10/24	6/20/25	Principal and staff

Budget Items

SMART Goal 2 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	N/A	SUPPORT SERVICES - Other Purchased Services / 200-500	$1	State/Local

Strategy 2 - Attendance committees

Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
2	2	Create an attendance committee to combat chronic absenteeism	9/10/24	6/20/25	Specific teachers

Budget Items

SMART Goal 2 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	N/A	SUPPORT SERVICES - Other Purchased Services / 200-500	$1	State/Local

Strategy 3 - Positive reward system for good attendance

Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
3	3	Create a positive reward system to reward good attendance	9/10/24	6/20/25	School wide

Budget Items

SMART Goal 2 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	N/A	SUPPORT SERVICES - Other Purchased Services / 200-500	$1	State/Local

SMART Goal 3

By June 30, 2025, grade levels will have an increase of 10% in proficiency from the district i-Ready assessment (first diagnostic to third diagnostic end-of-year view).

Area of Focus	Effective Instruction
Content Area	English Language Arts
Priority Performance	The data supports students are not consistent or with their district assessment, baseline, or benchmark scores (Link-it, i-Ready, NJSLA, etc.)

Students in grades 3-8 struggle with:
Grade 3 - Informational text, Narrative writing
Grade 4 - All writing areas
Grade 5 - Literature
Grade 6 - Research simulation writing
Grade 7 - Science/Technology, Literary Analysis Writing
Grade 8 - Literature

Target Population:	Total Population with a stronger focus on grades 3-8

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Attendance Incentive Plan has been created -Link-it Data was reviewed and analyzed from the previous year -Identify targeted students by September 30th -Grade level/content area meetings have created goals for productive teaching and learning The first round of teacher-to-student Data meetings for the BOY iReady diagnostic will have taken place. -Nontenured teachers and New Grade Level teachers have started consistent coaching periods to support whole and small group instruction -Teachers have manipulative kits for each student and are consistently being used - The i-Ready Incentive Program has been pushed out	i-Ready Data Grade Level/Content Area Meeting Agenda iReady Data for Teachers Link-it Data
Feb 15	-Struggling students have been in tutoring after MP1 and BOY data -Grade level and content area meetings have taken place. -Action plans created based on projected proficiency reports focus on borderline students. The second round of teacher-to-student i-Ready data meetings will have been completed. -Test Prep Curriculum has been discussed and designed	i-Ready Data Student Attendance Professional Development Description Grade Level and Content Area Meeting Agendas Coaching/Title Schedule Student Action Plans
Apr 15:	-Data from BOY and MOY will have been analyzed by the teachers/data team. -Grade level/content area meetings -New borderline students have been selected and begun.	i-Ready Data Student Attendance Grade Level/Content Area Meeting Agendas Coaching/Title Schedule
Jul 1	By June 30, 2025, grade levels will have an increase of 10% in proficiency from the district i-Ready assessment (first diagnostic to third diagnostic end-of-year view).	End of the year (EYO) data

Strategy 1 - Online Platforms such as
i-Ready and SAVVAS to create small group instruction

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Online Platforms such as i-Ready and SAVVAS to create small group instruction	9/10/24	6/20/25	School wide

Budget Items

SMART Goal 3 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	N/A	INSTRUCTION - Supplies & Materials / 100-600	$1	State/Local

Strategy 2 - PLCs and Coaching to create small group instruction

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
2	2	PLCs and Coaching to create small group instruction	9/10/24	6/20/25	School wide

Budget Items

SMART Goal 3 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	N/A	INSTRUCTION - Other Objects / 100-800	$1	State/Local

Strategy 3 - Professional development to focus on small group instruction.

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
3	3	Professional development to focus on small group instruction.	9/10/24	6/20/25	School wide math/ela teachers

Budget Items

SMART Goal 3 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	N/A	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$1	State/Local

SMART Goal 4

By June 2025, at least 70% of all Students will be able to identify/recognize/demonstrate the 5 competencies of Social/Emotional Learning through SEL Second Step program and Lessons from staff and SAC counselor, measured by Panorama Survey pre/post test results.

Area of Focus   Social and Emotional Learning

Content Area   Social Emotional Learning

Priority Performance   Students need to regulate their feelings and distinguish what peer conflict is.

The targeted students from the Panorama Survey will be receiving extra support.

Target Population: K-8 with a stronger focus on grades 4-8

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At least 95% of students will have completed the Panorama Survey to establish baseline data. All counselors will plan and implement at least 2 SEL activities focused in areas of need based on the results from the survey and disciplinary referrals.	Survey results, SEL activities, disciplinary referrals
Feb 15	All counselors will plan and implement at least 2 SEL activities focused in areas of need based on the initial results from the survey and disciplinary referrals. Counselors will meet regularly to review student progress	Survey results, SEL activities, disciplinary referrals, lesson plans, meeting agendas and minutes
Apr 15:	All counselors will plan and implement at least 2 SEL activities focused in areas of need based on teacher feedback, observations, and disciplinary referrals. Counselors will meet regularly to review student progress	Survey results, SEL activities, disciplinary referrals, lesson plans, meeting agendas and minutes

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2025, at least 70% of all Students will be able to identify/recognize/demonstrate the 5 competencies of Social/Emotional Learning through SEL Second Step program and Lessons from staff and SAC counselor, measured by Panorama Survey pre/post test results.	School wide discussions as well as student survey results from the Second Step Program will allow us to measure our success or if we need to revise the SEL program.

Strategy 1 - Second Step Program

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	SAC counselor will provide training for teachers on a as needed basis	9/10/24	6/20/25	counselors and teachers
2	1	SAC counselor and teachers will met on a regular basis to review student progress and needs	9/10/24	6/20/25	counselors and teachers
3	1	Communication with families on areas of focus based on survey results with tips on how to utilize skills taught in school	9/10/24	6/20/25	counselors, teachers, principal
4	1	Review lesson plans for evidence of SEL implementation	9/10/24	6/20/25	principal and teachers
5	1	Conduct informal walkthroughs during SEL lessons	9/10/24	6/20/25	Principal

Budget Items

SMART Goal 4 - Strategy 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SEL	INSTRUCTION - Supplies & Materials / 100-600	$1	State/Local

Strategy 2 - SAC counselor SEL lessons

Peer/Social Skills Groups

Action Steps

SMART Goal 4 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	SAC and counselors will set up regular meetings to identify a criteria for success and review student progress in areas of need based on survey results, disciplinary referrals, teacher feedback and observations.	9/10/24	6/20/25	Counselors, principal and teachers
2	2	SAC and teachers will set up regular meetings to review student progress in areas of need based on data and determine next steps in addressing the needs of the students.	9/10/24	6/20/25	Counselors and teachers
3	2	Explore identifying their feeling and recognizing their strengths and limitations.	9/10/24	6/20/25	Counselors and teachers
4	2	Identify students who are in need of tier 2 and 3 mental health supports. Tier 2 students will participate in group counseling sessions and targeted class lessons. Tier 3 students will meet with the social worker individually.	9/10/24	6/20/25	Counselors and teachers

Budget Items

SMART Goal 4 - Strategy 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	SEL	INSTRUCTION - Supplies & Materials / 100-600	$1	State/Local

Strategy 3 - Professional development to focus on specific SEL strategies based on survey results.

Action Steps

SMART Goal 4 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	PD on second step program and utilization.	9/10/24	6/20/25	Counselors and teachers
2	3	Monthly faculty meetings and department meetings have a component focused on small group instruction and best practices in the classroom.	9/10/24	6/20/25	Principal and staff
3	3	Teachers have signed up for SAC push in lessons and training sessions.	9/10/24	6/20/25	Counselors and staff
4	3	PLC's to discuss trends in student behaviors and review SEL strategies used in the classroom to facilitate a shift in student behaviors	9/10/24	6/20/25	Counselors, principal and staff
5	3	Focused walkthroughs to support teaching staff with constructive feedback on SEL activities/strategies used in the classroom, coaching will be offered based on trends.	9/10/24	6/20/25	Principal and teachers

Budget Items

SMART Goal 4 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	SEL	INSTRUCTION - Other Purchased Services / 100-500	$1	State/Local

Budget Summary

< NO DATA >

Overview of Total Title 1 Expenditures

< NO DATA >

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	Effective Instruction	
X	Social and Emotional Learning	
X	For CII, CSI, ATSI and TSI Schools Only: The Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the strong, moderate or promising evidence tier as set forth in the Every Student Succeeds Act (ESSA).	
X	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART Goal pages.	
X	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed   Philip J. Baccarella   Title: Principal

Date: 07/15/2024

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.

Certified By: Dr. Dennis C. Degnan   Title: Assistant Superintendent of Schools for Curriculum

Date: 07/30/2024

ASP District CSA Certification and Approval Page

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

Certified By: John J. Niesz   Title: Superintendent of Schools

Date: 08/20/2024