

William Shemin Midtown Community School #8

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220085

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	James Pondillo	Yes	Yes	Yes		
Assistant Principal	Christopher Romano	Yes	Yes	Yes		
Assistant Principal	Lecia Nicholas	Yes	Yes	Yes		
Data Team Member	Robyn Pullaro	Yes	Yes	Yes		
Data Team Member	Elizabeth Kaczka	Yes	Yes	Yes		
Data Team Member	Denise Leonard	Yes	Yes	Yes		
Data Team Member	Tara Soto	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs Assessment	Priority Performance Needs and Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Mayra Gonzlez	Yes	No	No		
Community Member	Diane Wolkowski	Yes	No	No		

ASP ESEA Required Stakeholder Groups Assurance

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

Comments

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/15/2023	Prior Year Evaluation	Yes	Yes
10/13/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
11/17/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
12/15/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/16/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
02/09/2024	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
04/08/2024	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/06/2024	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
All classroom teachers will provide 80 minutes of focused and uninterrupted mathematics instruction each day.	Mathematics	Grades 3-8	Yes	Yes	Yes	The continued focus of sustain mathematics instruction has helped to increase the students scores on LinkIt! Benchmark assessments. More than 61% of students in each grade level showed growth from LinkIt! benchmark A to benchmark C.	Yes
By analyzing IXL data diagnostic results, teachers will design lessons and activities which will give students the opportunity to demonstrate mastery of basic operations and focus on expanded modeling and reasoning skills.	Mathematics	Grades 3-8	No	Yes	Yes	The implementation and use of IXL has helped to increase the students scores on LinkIt! Benchmark assessments. More than 61% of students in each grade level showed growth from LinkIt! benchmark A to benchmark C.	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
Targeted professional development will be offered to support areas in need of improvement and growth.	Mathematics	Grades 3-8	Yes	Yes	No	Mathematics teachers received professional development focusing on using IXL in the classroom and creating common assessments to target weaknesses.	Yes
All classroom teachers will provide 80 minutes of focused and uninterrupted ELA instruction each day.	English/Language Arts	Grades 3-8	Yes	Yes	Yes	The continued focus of sustain mathematics instruction has helped to increase the students scores on LinkIt! Benchmark assessments. More than 61% of students in each grade level showed growth from LinkIt! benchmark A to benchmark C.	Yes
By analyzing IXL data diagnostic results, teachers will design lessons and activities which will give students the opportunity to demonstrate mastery and focus on expanded comprehension and writing skills.	English/Language Arts	Grades 3-8	No	Yes	Yes	The implementation and use of IXL has helped to increase the students scores on LinkIt! Benchmark assessments. More than 61% of students in each grade level showed growth from LinkIt! benchmark A to benchmark C.	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
Targeted professional development will be offered to support areas in need of improvement and growth.	English/Language Arts	Grades 3-8	Yes	Yes	Yes	Mathematics teachers received professional development focusing on using IXL in the classroom and creating common assessments to target weaknesses.	Yes
Communicate with parents when a child is absent and offer immediate support	Climate and Culture	Grades K thru 8	Yes	Yes	Yes	The attendance committee has developed a system of calling parents of students considered to have and excessive amount of absences or tardy. Following the phone call, letters are sent home to be signed and returned.	Yes
Develop a team of stakeholders to assess attendance patterns and develop align strategies to support families.	Climate and Culture	Grades K thru 8	Yes	Yes	Yes	The attendance committee meets monthly to discuss ways to increase student attendance including grade level and school wide incentives.	Yes
Involve families, students, and staff in celebrating positive attendance via incentives and programs	Climate and Culture	Grades K thru 8	Yes	Yes	Yes	The attendance committee has created an attendance board which is displayed in the school lobby to celebrate the positive attendance and track the school wide and grade level winners. These awards are sent home to parents via email and social media.	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
Teachers will provide activities as provided in the Second Step program twice a month.	Social and Emotional Learning	Grades 3 thru 5	Yes	Yes	Yes	Teachers worked through their Second Step curriculum with their homeroom classes and completed their lessons in the allotted time.	Yes
Develop a team of stakeholders to assess patterns in behavior and develop aligned strategies to support students & families. These stakeholders will help students: Gain confidence Set goals Make better decisions Collaborate with others in work and play Navigate the world more effectively	Social and Emotional Learning	Grades 3 thru 5	Yes	Yes	Yes	The guidance department meets regularly to monitor behavior trends and strategies to support students and families. They continue to monitor the effectiveness of The Second Step program through the Panorama survey.	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
Involve families, students, and staff in celebrating positive behavior via incentives and programs.	Social and Emotional Learning	Grades 3 thru 5	Yes	Yes	Yes	Each month students are chosen by the teachers to be recognized for excellent behavior and character traits. The PTO provides snacks for these students and their positive behavior is celebrated. The students are recognized in a photo on social media so they can be celebrated by the community.	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	<p>Grades 4 through 8 have shown an increase in the number of students who meet and exceed the ELA NJSLA expectations. Grades 4, 6, 7, and Algebra 1 increased the number of students who met or exceeded the NJSLA Math expectations. Using the LinkIt! Benchmark Data, we have seen an increase in student proficiency through the 2023-2024 school year. On average, 72.5% of mathematics students and 62.2% of ELA students in grade 3 through 8 showed growth from benchmark B to benchmark C.</p>	<p>The NJSLA proficiency numbers slightly dropped from the prior year. Students are still working to bridge learning gaps. The BBOED is working to integrated to NJTSS standards, new computer programs, and new math and science books to address concerns.</p>	
		Schoolwide	47.4 %	26.4%	92%					
		White	50.5 %	33.9%	*					
		Hispanic	40.7 %	19%	*					
		Black or African American	46.6 %	21.6%	*					
		Asian, Native Hawaiian, or Pacific Islander	71.4 %	45.2%	*					
		American Indian or Alaska Native	*	*	*					
		Two or More Races	65.4 %	26.9%	*					
		Female	53.1 %	22.5%	*					
		Male	42%	30%	91%					
		Economically Disadvantaged Students	42.5 %	24.5%	*					
		Non-Economically Disadvantaged Students	56%	29.6%	*					
		Students with Disabilities	11.6 %	*	*					
		Students without Disabilities	55.3 %	30.3%	92%					
		English Learners	23.8 %	17.4%	*					
		Non-English Learners	51.6 %	28.1%	92%					

Data Source	Factors to Consider	Prepopulated Data (Column not editable)						Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		
		Homeless Students	*	*	*				
		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
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				Grades 5 and 8 have shown an increase in the number of students who meet and exceed the Science NJSLA expectations.	The NJSLA proficiency numbers slightly dropped from the prior year. Students are still working to bridge learning gaps. The BBOED is working to integrated to NJTSS standards, new computer programs, and new math and science books to address concerns.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	19%	9%			
		White	26%	10%			
		Hispanic	5%	13%			
		Black or African	25%	0%			
		Asian, Native					
		American Indian or					
		Two or More Races					
		Female	17%	5%			
		Male	22%	13%			
		Economical ly	13%	9%			

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	28%	11%			
		Students with	0%	0%			
		Students without	23%	11%			
		English Learners					
		Non-English	19%	10%			
		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 continue to show growth on NJSLA. In order to dive deeper into these scores, we have analyzing LinkIt! benchmark data. Using the LinkIt! Benchmark Data, we have seen an increase in student proficiency through the 2023-2024 school year. On average, 72.5% of mathematics students and 62.2% of ELA students in grade 3 through 8 showed growth from benchmark B to benchmark C.	The NJSLA proficiency numbers slightly dropped from the prior year. Students are still working to bridge learning gaps. The BBOED is working to integrated to NJTSS standards, new computer programs, and new math and science books to address concerns.
		Schoolwide	62%	48.5%		
		White	63%	58%		
		Hispanic	61%	43%		
		Black or African American	61%	44%		
		Asian, Native Hawaiian, or Pacific	72%	49%		
		American Indian or Alaska Native	*	*		
		Two or More Races	59.5%	38.5%		
		Female	67.5%	44.5%		
		Male	60%	56%		
		Economically Disadvantaged	60%	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	45%	35.5%		
		Students without Disabilities				
		English Learners	56%	40.5%		
		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
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					100% of students in grades 3 through 8 participated in the benchmark assessments.	100% of students in grades 3 through 8 participated in the benchmark assessments.
		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	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		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	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	100%	100%	100%	100%		

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%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		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	All grade levels have met or exceed the goals set forth in the 2023-2024 ASP.	WSMCS hopes to continue this positive trend as we move into LinkIt! data for the 2024-2025 school plan.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	89.57%	92%	91.74%	89.72%		
		4	79.82%	78.9%	77.27%	76.85%		
		5	89.55%	86.4%	80.15%	76.8%		
		6	90.98%	88.8%	84.92%	84.92%		
		7	93.84%	79.4%	71.42%	81.75%		
		8	84.11%	94.3%	88.78%	91.43%		
		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	All grade levels have met or exceed the goals set forth in the 2023-2024 ASP.	WSMCS hopes to continue this positive trend as we move into LinkIt! data for the 2024-2025 school plan.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	86.96%	84.8%	81.65 %	85.05%		
		4	85.96%	89%	85.45 %	83.33%		
		5	89.55%	90.4%	89.68 %	85.6%		
		6	71.31%	70.4%	71.45 %	77.78%		
		7	89.04%	89%	76.52 %	87.59%		
		8	93.46%	92.5%	93.45 %	88.57%		
		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%		
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K- 12).	Percent of English Learners Making Expected Growth to				24.3%	NA	NA

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	1211	WSMCS enrollment in 2022- 2023 was 1186 and has increased by 25 students for the 2023-2024 school year. This is an overall number and does not account for the transient population within our school and district.	William Shemin Midtown Community School's enrollment continues to increase each school year. We are the largest elementary school in the district, grades Pre-K to Grade 8.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	92.96%	WSMCS has met all of our attendance goals set forth in our 2023-2024 ASP.	Attendance continues to be a concern in WSMCS as well as the Bayonne School District as a whole. Attendance committees are working with administrators to develop a plan to combat this increasing issue.
		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			Our chronic absenteeism rate has dropped significantly since the 2022-2023 ASP reported number of 84.1%.	Attendance continues to be a concern in WSMCS as well as the Bayonne School District as a whole. Attendance committees are working with administrators to develop a plan to combat this increasing issue. Chronic absenteeism is often a result of bigger problems that our teams are working to identify and develop individual student plans to support families as a whole.
		Overall YTD Chronic Absenteeism	26.83%		
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			Teachers maintained a satisfactory attendance rate, which has increased from 86.45% during the 2022-2023 school year.	William Shemin Midtown Community School teachers and staff take pride in developing relationships with their students and providing quality, sustained instruction. The minimal chronic absenteeism among staff is present due to a few members with chronic health issues.
		Staff Attendance YTD	93.59%		

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			WSMCS out of school suspension rate has stayed the same over the last two years.	WSMCS administration and staff have continued to work on initiatives to both award positive behavior and deter negative behavior. New policies are being put in place to begin these incentives in September 2024.
		Student Suspension YTD Average - In School	0.08%		
		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	0.21%		
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			NA	NA

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)				NA	NA
		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	NA	NA
		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	% 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		
		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									NA	NA

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.			NA	NA
		# of 8th grade students enrolled in Algebra 1	12		
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	13		
		% of students who scored 4 or 5 on the PARCC assessment	92%		

EVALUATION INFORMATION					
Data Source	Factors to Consider	Prepopulated Data (from prior year's ASP Reporting tab) (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Learning Walks / Informal Classroom Observations	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson Framework for Teaching	NA	NA
		# Teachers to Evaluate	109		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			

< Other Indicators - NO DATA >

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 results of the comprehensive needs assessment through the following mechanisms:

1-Through authentic in-person gatherings: data team meetings, PLCs, staff meetings, content meetings, during professional development days.

2- Organize and communicate student data, by utilizing online student information systems.

3-Help school support staff, including parent liaisons and guidance counselors, understand how they can help with data sharing. Encourage teachers to use a variety of means for sharing student data with families. These methods can include phone calls, emails, text messages, and online data systems.

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

1-Provide families with an orientation about student data.

2-Help families understand how teachers and others in the school use student data and why this information is valuable.

3- Ask families if the student progress notes or school-wide data reports that they receive are easy to understand.

4-Work with community partners and parent leaders to help families understand the importance of attending orientations, open houses, and parent-teacher conferences.

Families can learn about the school's data-sharing practices at these events and can also learn how to use data to support their child's learning.

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	Focus on student learning	Identifying career ready practices aligned to instructional units.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
Assessment	1	A	4-Sustaining	Development of common assessments	Use of formative assessments to monitor student progress
	2	A	4-Sustaining		
	3	A	4-Sustaining		
Professional Learning Community (PLC)	1	A	4-Sustaining	Designated time for PLCs	Use of formative assessments to monitor student progress
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	3-Developing		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	3-Developing	Creating a positive school environment for optimal learning	Assessing students' social-emotional and academic needs
	2	A	3-Developing		
	3	A	2-Emerging		
	4	A	4-Sustaining		
	5	A	3-Developing		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	4-Sustaining		
	12	A	4-Sustaining		
	13	A	4-Sustaining		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	4-Sustaining	Use of research based framework to evaluate teacher and principal effectiveness	NA

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	Based on the analysis of the prior year's ASP results and testing data provided by the State through the NJSLA and LinkIt! Benchmark testing, achieving proficiency in English/Language Arts continues to be a challenge. To confront these challenges, gaps in learning need to be addressed. Therefore, we will turn our focus to Information text as a means to address some of the concerns.	1. Even though students are making strides, they are still experiencing Academic loss, this continues to be a challenge. 2. Larger class sizes tend to have lower overall test scores. 3. Transient population of students that move into our school tend to lose skills as a result of the transfer. Further, they do not reap the benefit of receiving instruction from WSMCS ELA teachers. 4. Difficulty	Grades 3 to 8	1	All classroom teachers will provide 80 minutes of focused and uninterrupted ELA instruction each day.	Moderate	https://www.savvasrealize.com/dashboard/viewer
				2	By analyzing LinkIt! Benchmark data , teachers will design lessons and activities which will give students the opportunity to demonstrate mastery of reading and understanding Informational text and the ability to use and apply their learned knowledge in writing.	Strong	https://www.linkit.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
		<p>mastering grade-level material due to intellectual and learning factors.</p> <p>5. Difficulty mastering grade-level material due to emotional, socioeconomic, and environmental factors.</p> <p>6. Inability to focus attention on complex thinking for long periods of time.</p>		<p>3 Targeted professional development will be offered to support areas in need of improvement and growth. This will include I-Ready training and classroom implementation.</p>	<p>I-Ready is viewed as a valuable tool to bridge learning gaps. Teachers will find effective ways to implement this tool into their classrooms to promote independent learning.</p>	Promising	<p>https://www.curriculumassociates.com/</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
Effective Instruction	Based on the analysis of the prior year's ASP results and testing data provided by the State through the NJSLA and LinkIt! Benchmark testing, achieving proficiency in Mathematics continues to be a challenge. To confront these challenges, gaps in learning need to be addressed. Therefore, we will turn our focus to Numbers and Operations in grades 3 through 5 and Expressions and Equations in grades 6 to 8, as a means to address some of the concerns.	1. Even though students are making strides, they are still experiencing Academic loss, this continues to be a challenge. 2. Larger class sizes tend to have lower overall test scores. 3. Transient population of students that move into our school tend to lose skills as a result of the transfer. Further, they do not reap the benefit of receiving instruction from WSMCS mathematics teachers.	Grades 3 to 8	1	All classroom teachers will provide 80 minutes of focused and uninterrupted mathematics instruction each day.	Students with benefit from an extended, uninterrupted 80 minute class period in mathematics each day. This allows ample time for the teacher to employ whole group, small group, and independent practice.	Promising	https://hnhco.com
				2	By analyzing LinkIt! Benchmark data , teachers will design lessons and activities which will give students the opportunity to demonstrate mastery of basic operations and focus on expanded modeling and reasoning skills.	The LinkIt! benchmark testing results break down the students scores into particular topics and standards. Analysis of this information give the teacher valuable information to target their instruction.	Strong	https://www.linkit.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
		4. Difficulty mastering grade-level material due to intellectual and learning factors. 5. Difficulty mastering grade-level material due to emotional, socioeconomic, and environmental factors. 6. Inability to focus attention on complex thinking for long periods of time.		3 Targeted professional development will be offered to support areas in need of improvement and growth. This will include I-Ready training and classroom implementation.	I-Ready is viewed as a valuable tool to bridge learning gaps. Teachers will find effective ways to implement this tool into their classrooms to promote independent learning.	Promising	https://www.curriculumassociates.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
Climate & Culture - Attendance/ Behavior	Based on a review of attendance data, absenteeism continues to be a challenge and is a priority in grades K-8. By the end of the 2024-2025 school year, 90% of students will be present each day for school.	Based on a review of attendance data, absenteeism continues to be a challenge and is a priority in grades K-8.	Grades K to 8.	1	Communicate with parents when a child is absent and offer immediate support.	Teacher-Parent Communication Strategies to Start the Year Off Right	Strong	https://www.edutopia.org/article/teacher-parent-communication-strategies-start-year-right
				2	Develop a team of stakeholders to assess attendance patterns and develop align strategies to support families.	Connecting with Stakeholders This strand of videos discusses the communication and relational factors essential to the success of any initiative.	Strong	https://www.cde.ca.gov/qs/vi/stakeholders.asp

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	Involve families, students, and staff in celebrating positive attendance via incentives and programs	Getting Students to School: Strategies for Improving Attendance and Reducing Chronic Absenteeism	Strong <

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	Based on a review of prior year Panorama data, students are experiencing social-emotional issues. They are lacking skills that allow them to build positive relationships. They are struggling with managing their emotions and setting goals which allow them to thrive in school and in life.	Social Emotional issues are a symptom of larger, deeper problems that can more effectively be addressed by providing a deliberate focus on students' social-emotional and academic needs. This area of focus has particularly presented challenges due to the pandemic.	Grades 3 thru 5	1	Teachers will provide activities as provided in the Second Step program twice a month.	Teachers will be provide activities as provided in the Second Step program. These activities will build social-emotional skills which will nurture positive relationships and emotions. Students will learn how to set goals so they can thrive in school and in life.	Moderate	https://www.secondstep.org/
				2	Develop a team of stakeholders to assess attendance patterns and develop align strategies to support families.	Stakeholders, including administrators and teachers, will continuously monitor survey results and meet regularly to align strategies to positive school climate.	Moderate	https://www.panoramaed.com/panorama-student-survey

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	Involve families, students, and staff in celebrating positive behavior via incentives and programs.	Getting students to feel better about school, home and the community will foster positive behavior. Strategies for improving behavior will increase positive responses on the Panorama survey.	Moderate	https://www.panoramaed.com/pbis

SMART Goal 1

During the 2023-2024 school year, the Bayonne Board of Education implemented the use of I-Ready testing to monitor student growth. As a result of the provided data, William Shemin Midtown Community School will focus on improving English/Language Arts skills, focusing on grades 3 through 5. By June 15, students, inclusive of all subgroups, entering grades 3 - 5 will have 70% of ELA lessons passed measured from iReady baseline and lessons.

Area of Focus	Effective Instruction
Content Area	English/Language Arts
Priority Performance	Based on the analysis of the prior year's ASP results and testing data provided by the State through the NJSLA and LinkIt! Benchmark testing, achieving proficiency in English/Language Arts continues to be a challenge. To confront these challenges, gaps in learning need to be addressed. Therefore, we will turn our focus to Information text as a means to address some of the concerns.
Target Population:	Grades 3 to 8

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Using the data gained after student take the I-Ready diagnostic test, teachers will identify standards, pacing, and materials to focus on to improve student performance in English/Language Arts. By November 15, students, inclusive of all subgroups, entering grades 3 - 5 will have 10% of ELA lessons passed measured from iReady baseline and lessons.	2024-2025 I-Ready lesson completion reports in grades 3 through 5.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, students, inclusive of all subgroups, entering grades 3 - 5 will have 30% of ELA lessons passed measured from iReady baseline and lessons.	2024-2025 I-Ready lesson completion reports in grades 3 through 5.
Apr 15:	By April 15, students, inclusive of all subgroups, entering grades 3 - 5 will have 50% of ELA lessons passed measured from iReady baseline and lessons.	2024-2025 I-Ready lesson completion reports in grades 3 through 5.
Jul 1	During the 2023-2024 school year, the Bayonne Board of Education implemented the use of I-Ready testing to monitor student growth. As a result of the provided data, William Shemin Midtown Community School will focus on improving English/Language Arts skills, focusing on grades 3 through 5. By June 15, students, inclusive of all subgroups, entering grades 3 - 5 will have 70% of ELA lessons passed measured from iReady baseline and lessons.	2024-2025 I-Ready lesson completion reports in grades 3 through 5.

Strategy 1 - All classroom teachers will provide 80 minutes of focused and uninterrupted ELA instruction each day.

Action Steps

SMART Goal 1 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
2	1	Language Arts teachers will submit schedules to assure 80 minute instruction minimum is met.	9/2/24	9/27/24	Teachers, Administrators
3	1	Teachers will be provided with curriculum guides, pacing guides, and best practice documents to help drive instruction.	9/2/24	12/20/24	Teachers, Administrators, Curriculum Directors

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

Strategy 2 - By analyzing LinkIt! Benchmark data , teachers will design lessons and activities which will give students the opportunity to demonstrate mastery of reading and understanding Informational text and the ability to use and apply their learned knowledge in writing.

Action Steps

SMART Goal 1 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Teachers will be given adequate time and resources to analyze current NJSLA and LinkIt! data.	9/9/24	6/13/25	Teachers, Administrators
2	2	Teachers will be provided with video instructions on extracting Informational text data from LinkIt!	9/9/24	11/29/24	Data Team, Teachers, Administrators
3	2	Data team will attend grade level PLC meeting to provide data support.	9/9/24	6/2/25	Data Team, Teachers, Administrators

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

Strategy 3 - Targeted professional development will be offered to support areas in need of

improvement and growth. This will include I-Ready training and classroom implementation.

Action Steps

SMART Goal 1 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Teachers will be provided with adequate training to effectively implement I-Ready into their ELA classrooms.	9/3/24	12/20/24	Teachers, Administrators, Curriculum Directors

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

SMART Goal 2

During the 2023-2024 school year, the Bayonne Board of Education implemented the use of I-Ready testing to monitor student growth. As a result of the provided data, William Shemin Midtown Community School will focus on improving Mathematics skills, focusing on grades 3 through 5. By June 15, students, inclusive of all subgroups, entering grades 3 - 5 will have 70% of math lessons passed measured from iReady baseline and lessons.

Area of Focus	Effective Instruction
Content Area	Mathematics
Priority Performance	Based on the analysis of the prior year's ASP results and testing data provided by the State through the NJSLA and LinkIt! Benchmark testing, achieving proficiency in Mathematics continues to be a challenge. To confront these challenges, gaps in learning need to be addressed. Therefore, we will turn our focus to Numbers and Operations in grades 3 through 5 and Expressions and Equations in grades 6 to 8, as a means to address some of the concerns.

Target Population: Grades 3 to 8

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Using the data gained after student take the I-Ready diagnostic test, teachers will identify standards, pacing, and materials to focus on to improve student performance in Mathematics. By November 15, students, inclusive of all subgroups, entering grades 3 - 5 will have 10% of math lessons passed measured from iReady baseline and lessons.	2024-2025 I-Ready lesson completion reports in grades 3 through 5.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, students, inclusive of all subgroups, entering grades 3 - 5 will have 30% of math lessons passed measured from iReady baseline and lessons.	2024-2025 I-Ready lesson completion reports in grades 3 through 5.
Apr 15:	By February 15, students, inclusive of all subgroups, entering grades 3 - 5 will have 50% of math lessons passed measured from iReady baseline and lessons.	2024-2025 I-Ready lesson completion reports in grades 3 through 5.
Jul 1	During the 2023-2024 school year, the Bayonne Board of Education implemented the use of I-Ready testing to monitor student growth. As a result of the provided data, William Shemin Midtown Community School will focus on improving Mathematics skills, focusing on grades 3 through 5. By June 15, students, inclusive of all subgroups, entering grades 3 - 5 will have 70% of math lessons passed measured from iReady baseline and lessons.	2024-2025 I-Ready lesson completion reports in grades 3 through 5.

Strategy 1 - All classroom teachers will provide 80 minutes of focused and uninterrupted mathematics instruction each day.

Action Steps

SMART Goal 2 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Mathematics teachers will submit schedules to assure 80 minute instruction minimum is met.	9/9/24	10/31/24	Teachers, Administrators
2	1	Teachers will be provided with curriculum guides, pacing guides, and best practice documents to help drive instruction.	9/9/24	12/20/24	Teacher, Administrators, Curriculum Directors

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

Strategy 2 - By analyzing LinkIt! Benchmark data , teachers will design lessons and activities which will give students the opportunity to demonstrate mastery of basic operations and focus on expanded modeling and reasoning skills.

Action Steps

SMART Goal 2 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Teachers will be given adequate time and resources to analyze current NJSLA and LinkIt! data.	9/9/24	6/13/25	Teachers, Administrators
2	2	Teachers will be provided with video instructions on extracting Informational text data from LinkIt!	9/9/24	10/29/24	Data Team, Teachers, Administrators
3	2	Data team will attend grade level PLC meeting to provide data support.	9/9/24	6/2/25	Data Team, Teachers, Administrators

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

Strategy 3 - Targeted professional development will be offered to support areas in need of improvement and growth. This will include I-Ready training and classroom implementation.

Action Steps

SMART Goal 2 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Teachers will be provided with adequate training to effectively implement I-Ready into their mathematics classrooms.	9/9/24	12/20/24	Teacher, Administrators, Curriculum Directors

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

SMART Goal 3

Based on a review of attendance data, absenteeism continues to be a challenge and is a priority in grades K-8. By the end of the 2024-2025 school year, 90% of students will be present each day for school.

Area of Focus Climate & Culture - Attendance/Behavior

Content Area Climate and Culture

Priority Performance Based on a review of attendance data, absenteeism continues to be a challenge and is a priority in grades K-8. By the end of the 2024-2025 school year, 90% of students will be present each day for school.

Target Population: Grades K to 8.

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	At the end of marking period 1, at least 80% of students, at each grade level, will be in attendance.	Attendance Reports
Feb 15	At the end of marking period 2, at least 80% of students, at each grade level, will be in attendance.	Attendance Reports
Apr 15:	At the end of marking period 3, at least 85% of students, at each grade level, will be in attendance.	Attendance Reports
Jul 1	Based on a review of attendance data, absenteeism continues to be a challenge and is a priority in grades K-8. By the end of the 2024-2025 school year, 90% of students will be present each day for school.	Attendance Reports

Strategy 1 - Communicate with parents when a child is absent and offer immediate support.

Action Steps

SMART Goal 3 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Send positive communication via technology resources to remind parents of attendance expectations and offer support.	9/10/24	6/17/25	Staff

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

Strategy 2 - Develop a team of stakeholders to assess attendance patterns and develop align strategies to support families.

Action Steps

SMART Goal 3 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	Grade level attendance will be monitored . At the end of each week, the (3) grade levels with the highest percentages will be announced. Each grade level's attendance will be posted on the bulletin board in the main lobby. At the end of each month, the grade level with the highest average attendance will receive a grade level incentive.	9/9/24	6/17/25	Staff
2	2	Teachers and attendance committee monitors student attendance and maintain open communication with families.	9/9/24	6/17/25	Attendance Committee, Administrators, Teachers

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
3	2	Students will receive written letters at 4, 8, 10, and more days absent. The attendance officer will conduct health and wellness checks. Severe cases will be addressed during monthly attendance meetings.	9/9/24	6/17/25	Attendance Committee, Administrators, Teachers

Budget Items

SMART Goal 3 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Attendance Achievement Awards	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	State/Local

Strategy 3 - Involve families, students, and staff in celebrating positive attendance via incentives and programs

Action Steps

SMART Goal 3 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	Partner with PTO to create community events focused on student attendance.	9/10/24	6/17/25	Parents, Staff

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

SMART Goal 4

Social Emotional issues are a symptom of larger, deeper problems that can more effectively be addressed by providing a deliberate focus on students' social-emotional and academic needs. This area of focus has particularly presented challenges due to the pandemic. By the end of the 2024-2025 school year, 60% of students in the grades 3 through 5 will have positive responses on the topic of Emotional Regulation.

Area of Focus Social and Emotional Learning

Content Area Social and Emotional Learning

Priority Performance Based on a review of prior year Panorama data, students are experiencing social-emotional issues. They are lacking skills that allow them to build positive relationships. They are struggling with managing their emotions and setting goals which allow them to thrive in school and in life.

Target Population: Grades 3 thru 5

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	Baseline Gathered and compared to Spring of 2025 data.	Panorama survey results.
Feb 15	The team will check in with teachers to assure that Second Step lessons are being completed in a timely manner. The team will also speak to teachers that may be in need of assistance in their lessons.	Collect Second Step information from teachers.
Apr 15:	By the second survey in March 2025, 50% of students in the grades 3 through 5 will have positive responses on the topic of Emotional Regulation.	Panorama survey results.

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	Social Emotional issues are a symptom of larger, deeper problems that can more effectively be addressed by providing a deliberate focus on students' social-emotional and academic needs. This area of focus has particularly presented challenges due to the pandemic. By the end of the 2024-2025 school year, 60% of students in the grades 3 through 5 will have positive responses on the topic of Emotional Regulation.	Collect Second Step information from teachers.

Strategy 1 - Teachers will provide activities as provided in the Second Step program twice a month.

Action Steps

SMART Goal 4 - Strategy 1

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	1	Teachers will provide 20 to 25 SEL lessons through Second Step program, based on grade level.	9/9/24	6/17/25	Teachers in Grades K to 8.

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

Strategy 2 - Develop a team of stakeholders to assess attendance patterns and develop align strategies to support families.

Action Steps

SMART Goal 4 - Strategy 2

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	2	SEL committee will meet and discuss strategies to influence positive mindsets and behaviors.	9/9/24	6/17/25	Teachers grade K to 8, SEL committee

Budget Items

SMART Goal 4 - Strategy 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	SEL Committee Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,000	State/Local

Strategy 3 - Involve families, students, and staff in celebrating positive behavior via incentives and programs.

Action Steps

SMART Goal 4 - Strategy 3

Step Numbe	Strategy	Action Steps	Start Date	Deadline	Title(s) Assigned To
1	3	SEL committee, teachers, and PTO will collaborate to provide incentives from positive behavior.	9/9/24	6/9/25	SEL committee, teachers grades K to 8, PTO

Budget Items

SMART Goal 4 - Strategy 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Prizes/Incentives for positive behavior	SUPPORT SERVICES - Supplies & Materials / 200-600	\$500	State/Local

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000
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	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$2,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,000
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	\$500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$500
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$500
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			\$2,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,500

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	Effective Instruction
x	Climate & Culture - Attendance/Behavior
x	Social and Emotional Learning
	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 James Pondillo

Title: Principal

Date: 07/16/2024

District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By:
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